

Trimester		Unit Title	Recommended Instructional Days
1		Unit 1: You Are Here	6-8 weeks
Reading Literature Text Strand:	Reading Informational Text Strand:	Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-ELA within Unit	
<i>Progress Indicator:</i> RL.2.1; RL.2.3; RL.2.4; RL.2.5; RL.2.6; RL.2.7.; RL.2.10 Link to all grade 2 ELA standards	<i>Progress Indicator:</i> RI.2.2; RI.2.4; RI.2.7; RI.2.9; RI.2.10		
Foundational Skills Strand:	Writing Strand:	Essential Question/s:	
<i>Progress Indicator:</i> RF.2.3.B; RF.2.3.C; RF.2.3.E; RF.2.4.A; RF.2.4.B; RF.2.4.C	<i>Progress Indicator:</i> W.2.5; W.2.6; W.2.7; W.2.8		
Speaking and Listening Strand:	Language Strand:	<ul style="list-style-type: none"> • How do different places affect us? • What can we understand about a place when we look at it closely? • How can people improve their neighborhoods? • How does living in a community help people? • How do different places make us feel? • How can a new place help us change and grow? • How do we describe setting using text evidence from literary text? • How do we ask and answer questions about characters in literary text? • How do we identify main ideas using text evidence from informational text? • How do we monitor comprehension about patterns and structures in poetry? • How do we make and confirm predictions about plot in realistic fiction? 	
<i>Progress Indicator:</i> 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	<i>Progress Indicator:</i> L.2.1.F; L.2.2.C; L.2.2.D; L.2.2.E; L.2.3.A; L.2.4.A; L.2.4.C; L.2.4.D; L.2.4.E; L.2.5.A; L.2.5.B; L.2.6		
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	Getting Ready (Classroom Environment):	
<ul style="list-style-type: none"> • Self-Awareness • Self-Management • Social Awareness 	<ul style="list-style-type: none"> • Recognize one's feelings and thoughts 		

<ul style="list-style-type: none">● Responsible Decision-Making● Relationship Skills	<ul style="list-style-type: none">● 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	<ul style="list-style-type: none">● Organize your classroom's teaching/meeting area. Situate the furniture so that students have enough room and space to sit safely and comfortably.● Keep all essential teaching tools for shared reading and interactive reading near the teaching space.● Include a second set of student name cards on a type of organizer (pocket chart, bulletin board, poster board, etc.) to facilitate students taking turns with tablets.● Organize guided reading texts by reading level and title.● Organize read aloud/big books selections.● Make sure students have myView digital access. <p><u>Activity Description:</u></p> <p>1. Week 1 - Anchor Text: <i>How Many Stars in the Sky?</i> Reading Skills/Strategies: Describe and Understand Setting/ Use Text Evidence</p> <ul style="list-style-type: none">● Realistic Fiction Anchor Chart p. 20-21● Understand Setting p. 42● IXL Aligned Standards: Read Realistic Fiction with Illustrations- BU7 Choose the picture that matches the setting or character- ZSQ● Small Group - T14-T15● Reading Workshop- shared/close reading <p>Spelling: Spell Words with Short Vowels</p> <ul style="list-style-type: none">● Long and Short Vowels p. 16-18 <p>Language and Conventions: Simple Sentences</p> <ul style="list-style-type: none">● Simple Sentences p. 48 <p>Writing: Introduce and Immerse- Planning, Drafting, and Publishing</p> <ul style="list-style-type: none">● Writing Workshop Mini Lesson● Meet the Author p. 49● Writing Club <p>2. Week 2 - Anchor Text: <i>Maybe Something Beautiful</i> Reading Skills/Strategies: Describe and Understand Characters/ Summarize</p> <ul style="list-style-type: none">● Realistic Fiction Anchor Chart p. 58-59
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		<ul style="list-style-type: none">● Describe and Understand Characters p. 80● IXL Aligned Standards: Which could happen in real life? D5P Use actions and dialogue to understand characters- ZDC● Small Group - T78-T79● Reading Workshop- shared/close reading <p>Spelling: Spell Words with Long Vowels</p> <ul style="list-style-type: none">● Long and Short Vowels p. 54-56 <p>Language and Conventions: Subjects and Predicates</p> <ul style="list-style-type: none">● Subjects and Predicates p. 86 <p>Writing: Develop Elements</p> <ul style="list-style-type: none">● Writing Workshop Mini Lesson● Tools Authors Use p. 87-89● Writing Club <p>3. Week 3 - Anchor Text: <i>from Places We Go</i></p> <p>Reading Skills/Strategies: Identity Main Idea/ Use Text Evidence</p> <ul style="list-style-type: none">● Informational Text Anchor Chart p. 96-97● Identify Main Idea-p. 118● IXL Aligned Standards: Use key details to determine the main idea- LMZ Read Realistic Fiction- UC6 Determine the topic and purpose of informational passages Y2G● Small Group- T142-T143● Reading Workshop- shared/close reading <p>Spelling: Spell Words with Consonant Blends</p> <ul style="list-style-type: none">● Consonant Blends 93-94 <p>Language and Conventions: Compound Sentences</p> <ul style="list-style-type: none">● Compound Sentences p. 124 <p>Writing: Develop Structure</p> <ul style="list-style-type: none">● Writing Workshop Mini Lesson● Structure of a Fiction and Nonfiction Text-. 125-126● Writing Club <p>4. Week 4 - Anchor Text: <i>Poetry</i></p> <p>Reading Skills/Strategies: Explain Patterns and Structures/ Monitor Comprehension</p>
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		<p><i>Follow the “Cross-Curricular” discussion prompts in your manual to address the standards.</i></p> <p>Social Studies Geography, People, and the Environment SOC6.1.4.B</p> <ul style="list-style-type: none"> ● Unit 1 Introduction Video: My Neighborhood on Savvas Realize with Turn and Talk ● Read and discuss Infographics on p. 14-15 (week 1), p. 52-53 (week 2), Diagram p. 90-91 (week 3), Poem 128-129 (week 4), and Infographic p. 158-159 (week 5)
<p style="text-align: center;">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p style="text-align: center;">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● 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 1 Writing Rubric ● Writing Center 		<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● Ongoing mini-assessments based on standards addressed ● iReady Diagnostic <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● iReady Checkups ● Published Writing Pieces ● Selection/Unit Tests

Differentiated Student Access to Content: Teaching and Learning <i>Resources/Materials</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> myView Literacy 2.1 Student Interactive hardcover and digital forms) Leveled Readers Literacy Stations Journals Reading Anchor Charts Read Aloud Trade Book Library Mentor Stack 	<ul style="list-style-type: none"> Below-Leveled Readers Modified Versions of Test (audio, large font) Choice Boards Differentiated Literacy Stations 	<ul style="list-style-type: none"> Focus on <i>ELL Targeted Support Sections</i> of Teacher's Guide Online thesaurus Storyboard Graphic Organizers 	<ul style="list-style-type: none"> Enrichment Readers Enrichment Activities Tiered Content Activities Choice Boards Provide variety of rigorous materials
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> 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, <p>Other:</p> <ul style="list-style-type: none"> Whiteboard Chart paper 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core

<ul style="list-style-type: none"> • Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic • Provide individual instruction as needed 	<ul style="list-style-type: none"> • 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 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 	<ul style="list-style-type: none"> • Visual Learning • Pre-Teaching Skills/Vocabulary • Teacher Modeling • Pair students with advanced language skills • Scaffolding • Choice Boards • Differentiated Literacy Centers • Sentence Stems 	<ul style="list-style-type: none"> • 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
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY</p>	<p>Disciplinary Concept:</p> <ul style="list-style-type: none"> • Career Awareness and Planning • Creativity and Innovation • Critical Thinking and Problem Solving • Digital Citizenship
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SKILLS	<ul style="list-style-type: none"> ● Global and Cultural Awareness ● Information and Media Literacy ● Technology Literacy 	
	<i>Core Ideas:</i>	<ul style="list-style-type: none"> ● 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.
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> ● 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.

		<ul style="list-style-type: none"> 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	
	<ul style="list-style-type: none"> 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: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35-28</i>		LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>