

Trimester		Unit Title	Recommended Instructional Days
1-2		Unit 2: Nature's Wonders	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.2.2; RL.2.3; RL.2.4; RL.2.6; RL.2.7.; RL.2.10 Link to all grade 2 ELA standards	<i>Progress Indicator:</i> RI.2.1; RI.2.2; RI.2.3; 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:		
<i>Progress Indicator:</i> 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	<i>Progress Indicator:</i> W.2.2; W.2.5; W.2.6; W.2.7; W.2.8	Essential Question/s: <ul style="list-style-type: none"> • What patterns do we see in nature? • What patterns can we notice in a garden? • What patterns can we see on a prairie? • How does a tree show patterns as seasons change? • How do patterns of behavior in animals help keep their young safe? • What migration patterns do we see in some animals? • How do we identify text structures to facilitate reading informational texts? • How can we use text features to locate details in an informational text? • How can we describe and understand setting and plot in realistic fiction? • How can we describe and understand characters in a fictional text? • How do we explain and use text features to locate details in a text? 	
Speaking and Listening Strand:	Language Strand:		
<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.A; L.2.1.B; L.2.2.C; L.2.2.D; L.2.2.E; L.2.4.A; L.2.4.C; L.2.4.D; L.2.4.E; L.2.5.A; L.2.6		
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies		

<ul style="list-style-type: none">● Self-Awareness● Self-Management● Social Awareness● Responsible Decision-Making● Relationship Skills	<ul style="list-style-type: none">● 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	<p><u>Activity Description:</u></p> <p>1. Week 1 - Anchor Text: <i>A Green Kid's Guide to Watering Plants</i> Reading Skills/Strategies: Identify text structure/ Ask and Answer Questions</p> <ul style="list-style-type: none">● Informational Text Anchor Chart p. 220-223● Identify Text Structure p. 246● IXL Aligned Standards: Match each effect to its cause J68 Put the sentences in order 5SF● Small Group - T14-T15● Reading Workshop- shared/close reading <p>Language and Conventions: Nouns- Singular and Plural</p> <ul style="list-style-type: none">● Nouns- Singular and Plural p. 252 <p>Writing: Introduce and Immerse- Planning, Drafting, and Publishing</p> <ul style="list-style-type: none">● Writing Workshop Mini Lesson● List article p. 253● Writing Club <p>2. Week 2 - Anchor Text: <i>A Home on the Prairie</i> Reading Skills/Strategies: Use Text Features and Graphics/Make and Confirm Predictions</p> <ul style="list-style-type: none">● Informational Text Anchor Chart p. 262-263● Use text features and graphics- p. 280● Make and confirm predictions- p. 281● IXL Aligned Standards: Determine the topic and purpose of informational passages Y2G● Small Group - T80-T81● Reading Workshop- shared/close reading <p>Language and Conventions: Irregular Plural Nouns</p> <ul style="list-style-type: none">● Irregular plural nouns p. 286 <p>Writing: Develop Elements</p> <ul style="list-style-type: none">● Writing Workshop Mini Lesson● Topic and Main Idea p. 287● Writing Club
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		<p>3. Week 3 - Anchor Text: <i>The Seasons of Arnold's Apple Tree</i> Reading Skills/Strategies: Understand Setting & Plot/ Visualize Details</p> <ul style="list-style-type: none">● Realistic Fiction Anchor Chart p. 296-297● Understanding Setting and Plot-p. 324● Visualize Details- p. 325● IXL Aligned Standards: Choose the sensory details that match the picture HEE What will happen next? 3V8● Small Group- T140-T141● Reading Workshop- shared/close reading <p>Language and Conventions: Common and Proper Nouns</p> <ul style="list-style-type: none">● Common and Proper Nouns p. 330 <p>Writing: Develop Structure</p> <ul style="list-style-type: none">● Writing Workshop Mini Lesson● Introduction and Conclusion- p. 331● Writing Club <p>4. Week 4 - Anchor Text: <i>What's in the Egg, Little Pip?</i> Reading Skills/Strategies: Describe and Understand Characters/ Making Inferences</p> <ul style="list-style-type: none">● Fiction Anchor Chart p. 340-341● Describe and Understand Characters p. 368● Make Inferences p. 369● IXL Aligned Standards: Use actions and dialogue to understand characters ZDC● Small Group T210-T211● Reading Workshop- shared/close reading <p>Language and Conventions: Possessive Nouns</p> <ul style="list-style-type: none">● Possessive Nouns p. 374 <p>Writing: Writer's Craft</p> <ul style="list-style-type: none">● Writing Workshop Mini Lesson● Subject/Verb Agreement p. 375-376● Writing Club <p>5. Week 5 - Anchor Text: <i>Amazing Migrations: Butterflies, Bats, and Birds</i></p>
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		<p>Reading Skills/Strategies: Explain and Use Text Features/ Determine Key Ideas</p> <ul style="list-style-type: none"> • Informational Text Anchor Chart p. 384-385 • Use text features p. 404 • Determine Key Ideas p. 405 • IXL Aligned Standards: Read about animals W8U • Small Group T280-281 • Reading Workshop- shared/close reading <p>Language and Conventions: Collective Nouns</p> <ul style="list-style-type: none"> • Collective Nouns p. 410 <p>Writing: Publish, Celebrate, Assess</p> <ul style="list-style-type: none"> • Writing Workshop Mini Lesson • Edit for Commas in a Series p. 411 • Writing Club <p>Interdisciplinary Connections:</p> <p><i>Follow the “Cross-Curricular” discussion prompts in your manual to address the standards.</i></p> <p>Science</p> <p>Ecosystems: Interactions, Energy, and Dynamics 2-LS2</p> <ul style="list-style-type: none"> • Unit 2 Introduction Video: <i>Patterns Around Us</i> on Savvas Realize with Turn and Talk • Read and discuss Infographics: <i>See How They Grow</i> on p. 216-217 (week 1), <i>Grassy Places</i> p. 256-257 (week 2), <i>Circles of Seasons</i> p. 290-291 (week 3), <i>Animals and Their Young</i> p. 334-335 (week 4), and <i>Animals on the Move</i> p. 378-379 (week 5)
<p align="center">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p>Formative Assessments:</p> <ul style="list-style-type: none"> • Small Group - Verbal Discussions • Lesson/Skill Quiz 		<p>Benchmarks:</p> <ul style="list-style-type: none"> • Ongoing mini-assessments based on standards addressed • iReady Diagnostic

<ul style="list-style-type: none"> ● 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 2 Writing Rubric ● Writing Center 	<p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● iReady Checkups ● Published Writing Pieces ● Selection/Unit Tests
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**Differentiated Student Access to Content:
Teaching and Learning *Resources/Materials***

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

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 <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<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 	<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

	<p>test for additional credit</p> <ul style="list-style-type: none"> ● Provide additional times and preferential seating as needed ● Scaffolding ● Highlight key vocabulary ● Text-to-Speech ● Use of anchor charts ● Sentence Stems 		
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<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</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 ● Global and Cultural Awareness ● Information and Media Literacy ● Technology Literacy 		
	<p><i>Core Ideas:</i></p>	<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. 	
	<p><i>Performance Expectation/s:</i></p>	<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. 	

		<ul style="list-style-type: none"> ● 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.
	<p>Career Readiness, Life Literacies, & Key Skills Practices</p>	
	<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. 	

Content Area: English Language Arts (NJSLA-ELA) Grades K - 5
Grade: 2

Dev. Date:
September
2021

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>
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