

Trimester		Unit Title	Recommended Instructional Days
2		Unit 3: Our Traditions	6-8 weeks
<b>Reading Literature Text Strand:</b>	<b>Reading Informational Text Strand:</b>	<b>Recommended Activities, Investigations, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-ELA within Unit</b>	
<i>Progress Indicator:</i> RL.2.1; RL.2.2; RL.2.3; RL.2.4; RL.2.5; RL.2.6; RL.2.7.; RL.2.9; RL.2.10  <a href="#">Link to all grade 2 ELA standards</a>	<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.2.10		
<b>Reading Foundational Skills Strand:</b>	<b>Writing Strand:</b>		
<i>Progress Indicator:</i> RF.2.3.A; RF.2.3.B; RF.2.3.C; RF.2.3.D; RF.2.3.E; RF.2.4.A; RF.2.4.B; RF.2.4.C	<i>Progress Indicator:</i> W.2.1; W.2.3; W.2.5; W.2.6; W.2.7; W.2.8	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>● What makes a tradition?</li> <li>● What lessons can we learn from traditional tales?</li> <li>● What stories do people tell to understand the world around them?</li> <li>● How can a traditional story be told in different ways?</li> <li>● What makes a Native American tradition?</li> <li>● How does food help make a tradition?</li> <li>● Why do authors write stories?</li> <li>● How can comparing and contrasting texts help us understand them better?</li> <li>● How can we describe and understand setting and plot in realistic fiction?</li> <li>● How do we identify text structures to facilitate reading informational texts?</li> <li>● How can we describe and understand characters in a fictional text?</li> <li>● How do we explain and use text features to locate details in a text?</li> </ul>	
<b>Speaking and Listening Strand:</b>	<b>Language Strand:</b>		
<i>Progress Indicator:</i> SL.2.1.A; SL.2.1.B; SL.2.1.C; SL.2.2; SL.2.4; SL.2.5; SL.2.6	<i>Progress Indicator:</i> L.2.1.A; L.2.1.D; L.2.1.E; L.2.1.F; L.2.2.B; 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		
<b>Social and Emotional Learning: Competencies</b>	<b>Social and Emotional Learning: Sub-Competencies</b>		

<ul style="list-style-type: none"><li>● Self-Awareness</li><li>● Self-Management</li><li>● Social Awareness</li><li>● Responsible Decision-Making</li><li>● Relationship Skills</li></ul>	<ul style="list-style-type: none"><li>● Recognize one’s feelings and thoughts</li><li>● Understand and practice strategies for managing one’s own emotions, thoughts, and behaviors.</li><li>● Recognize and identify the thoughts, feelings, and perspectives of others.</li><li>● Develop, implement, and model effective problem-solving and critical thinking skills</li><li>● Establish and maintain healthy relationships</li></ul>	<p><b><u>Activity Description:</u></b></p> <p>1. Week 1 - Anchor Text: <i>Fables</i> Reading Skills/Strategies: Identify Theme/Determine Key Ideas</p> <ul style="list-style-type: none"><li>● Fables Anchor Chart- p. 22-23</li><li>● Identify Theme p. 40</li><li>● IXL Aligned Standards: Compare and Contrast Characters CBL Choose topic sentences for narrative paragraphs YME Determine the themes of myths, fables and folktales VES</li><li>● Small Group - T14-T15</li><li>● Reading Workshop- shared/close reading</li></ul> <p>Language and Conventions: Present Tense Verbs</p> <ul style="list-style-type: none"><li>● Present Tense Verbs p. 46</li></ul> <p>Writing: Introduce and Immerse- Planning, Drafting, and Publishing</p> <ul style="list-style-type: none"><li>● Writing Workshop Mini Lesson</li><li>● Poetry p. 47</li><li>● Writing Club</li></ul> <p>2. Week 2 - Anchor Text: <i>The Legend of the Lady Slipper</i> Reading Skills/Strategies: Discuss Author’s Purpose/Make Connections</p> <ul style="list-style-type: none"><li>● Traditional Tale: Legend Anchor Chart p. 56-57</li><li>● Define Author’s Purpose- p. 84</li><li>● Make connections- p. 85</li><li>● IXL Aligned Standards: Identify the purpose of a text Y2F Choose the text that matches the writer’s purpose Y9R</li><li>● Small Group - T74-T75</li><li>● Reading Workshop- shared/close reading</li></ul> <p>Language and Conventions: Past and Future Tense Verbs</p> <ul style="list-style-type: none"><li>● Past and Future Tense Verbs p. 90</li></ul> <p>Writing: Develop Elements</p> <ul style="list-style-type: none"><li>● Writing Workshop Mini Lesson</li><li>● Imagery/Sensory Details p. 91</li><li>● Writing Club</li></ul>
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<p align="center"><b>Assessments (Formative)</b> <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p align="center"><b>Assessments (Summative)</b> <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>	
<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Small Group - Verbal Discussions</li> <li>Lesson/Skill Quiz</li> <li>Exit Tickets</li> <li>Progress Check-Ups</li> <li>Cold Reads</li> <li>Practice Tests</li> <li>Test Banks</li> <li>Journal Writing</li> <li>Whiteboard/Communicator</li> <li>Peer/Self Assessment</li> <li>Reading Response Log</li> <li><a href="#">Think/Write-Pair-Share</a></li> <li>Graphic Organizers, Lists, Charts</li> <li>Conferencing - Conference prompts</li> <li>Peer/Self-Assessment</li> <li>Pre-Writing and Published Works</li> <li>Response Logs/Journals</li> <li>Quick Write</li> <li>Unit 3 Writing Rubric</li> <li>Writing Center</li> </ul>		<p><b>Benchmarks:</b></p> <ul style="list-style-type: none"> <li>Ongoing mini-assessments based on standards addressed</li> <li>iReady Diagnostic</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>iReady Checkups</li> <li>Published Writing Pieces</li> <li>Selection/Unit Tests</li> </ul>	
<p align="center"><b>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</b></p>			
<p align="center"><b>Core Resources</b></p>	<p align="center"><b>Alternate Core Resources</b> <i>IEP/504/At-Risk/ESL</i></p>	<p align="center"><b>ELL Core Resources</b></p>	<p align="center"><b>Gifted &amp; Talented Core Resources</b></p>

<ul style="list-style-type: none"> <li>● myView Literacy 2.2 Student Interactive hardcover and digital forms)</li> <li>● Leveled Readers</li> <li>● Literacy Stations</li> <li>● Journals</li> <li>● Reading Anchor Charts</li> <li>● Read Aloud Trade Book Library</li> <li>● Mentor Stack</li> </ul>	<ul style="list-style-type: none"> <li>● Below-Leveled Readers</li> <li>● Modified Versions of Test (audio, large font)</li> <li>● Choice Boards</li> <li>● Differentiated Literacy Stations</li> </ul>	<ul style="list-style-type: none"> <li>● Focus on <i>ELL Targeted Support Sections</i> of Teacher's Guide</li> <li>● Online thesaurus</li> <li>● Storyboard Graphic Organizers</li> </ul>	<ul style="list-style-type: none"> <li>● Enrichment Readers</li> <li>● Enrichment Activities</li> <li>● Tiered Content/Activities</li> <li>● Choice Boards</li> <li>● Provide variety of rigorous materials</li> </ul>
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**Supplemental Resources**

<p><b>Technology:</b></p> <ul style="list-style-type: none"> <li>● Student Technology Device (Chromebook, iPad, Computer, etc.)</li> <li>● Camera and microphone</li> <li>● Document Camera</li> <li>● Learning Management Systems (Schoology, SeeSaw)</li> <li>● District Digital Resources: IXL, iReady, Savvas Realize, Google Apps for Education,</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>● Whiteboard</li> <li>● Chart paper</li> </ul>
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**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"> <li>● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic</li> <li>● Provide individual instruction as needed</li> </ul>	<ul style="list-style-type: none"> <li>● Introduce skills/vocabulary before lesson</li> <li>● Teacher modeling</li> <li>● Use of visual &amp; multi-sensory formats</li> <li>● Pair with higher level students</li> <li>● Utilize a multi-sensory</li> </ul>	<ul style="list-style-type: none"> <li>● Visual Learning</li> <li>● Pre-Teaching Skills/Vocabulary</li> <li>● Teacher Modeling</li> <li>● Pair students with advanced language skills</li> <li>● Scaffolding</li> <li>● Choice Boards</li> </ul>	<ul style="list-style-type: none"> <li>● Compacting</li> <li>● Inquiry Based Instruction</li> <li>● Higher-Order Thinking Questions</li> <li>● Interest Based Content</li> <li>● Student-Driven Instruction</li> <li>● Tiered Content/Activities</li> </ul>

	<p>(VAKT) approach during instruction</p> <ul style="list-style-type: none"> <li>• Provide alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.)</li> <li>• Modify test content and/or format</li> <li>• Allow students to retake test for additional credit</li> <li>• Provide additional times and preferential seating as needed</li> <li>• Scaffolding</li> <li>• Highlight key vocabulary</li> <li>• Text-to-Speech</li> <li>• Use of anchor charts</li> <li>• Sentence Stems</li> </ul>	<ul style="list-style-type: none"> <li>• Differentiated Literacy Centers</li> <li>• Sentence Stems</li> </ul>	<ul style="list-style-type: none"> <li>• Create an enhanced set of introductory activities</li> <li>• Intensive accelerated instruction</li> <li>• Real world investigators and problem solvers</li> </ul>
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<p><b>NJSLS CAREER READINESS, LIFE LITERACIES &amp; KEY SKILLS</b></p>	<p><b>Disciplinary Concept:</b></p> <ul style="list-style-type: none"> <li>• Career Awareness and Planning</li> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving</li> <li>• Digital Citizenship</li> <li>• Global and Cultural Awareness</li> <li>• Information and Media Literacy</li> <li>• Technology Literacy</li> </ul>	
	<p><b>Core Ideas:</b></p>	<ul style="list-style-type: none"> <li>• Different types of jobs require different knowledge and skills.</li> <li>• Brainstorming can create new, innovative ideas.</li> <li>• Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem.</li> <li>• Digital artifacts can be owned by individuals or organizations.</li> </ul>

		<ul style="list-style-type: none"> <li>• Young people can have a positive impact on the natural world in the fight against climate change.</li> <li>• Individuals from different cultures may have different points of view and experiences.</li> <li>• Digital tools and media resources provide access to vast stores of information that can be searched.</li> <li>• Digital tools have a purpose.</li> </ul>
	<i>Performance Expectation/s:</i>	<ul style="list-style-type: none"> <li>• 9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.</li> <li>• 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives.</li> <li>• 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem.</li> <li>• 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)</li> <li>• 9.4.2.DC.1: Explain differences between ownership and sharing of information.</li> <li>• 9.4.2.DC.2: Explain the importance of respecting digital content of others.</li> <li>• 9.4.2.DC.7: Describe actions peers can take to positively impact climate change.</li> <li>• 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</li> <li>• 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.</li> <li>• 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool</li> <li>• 9.4.2.TL.2: Create a document using a word processing application.</li> </ul>
	<b>Career Readiness, Life Literacies, &amp; Key Skills Practices</b>	
	<ul style="list-style-type: none"> <li>• Act as a responsible and contributing community member and employee.</li> <li>• Consider the environmental, social and economic impacts of decisions.</li> <li>• Demonstrate creativity and innovation.</li> <li>• Utilize critical thinking to make sense of problems and persevere in solving them.</li> </ul>	



	<ul style="list-style-type: none"> <li>• Model integrity, ethical leadership and effective management.</li> <li>• Plan education and career paths aligned to personal goals.</li> <li>• Use technology to enhance productivity, increase collaboration and communicate effectively.</li> <li>• Work productively in teams while using cultural/global competence.</li> </ul>
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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>