

Trimester		Unit Title	Recommended Instructional Days
3		Unit 5: Our Incredible Earth	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.2.4; 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.2.9; RI.2.10		
Reading Foundational Skills Strand:	Writing Strand:		
<i>Progress Indicator:</i> RF.2.3.A; 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.2.2; W.2.5; W.2.6; W.2.7; W.2.8	Essential Questions: <ul style="list-style-type: none"> • How does earth change? • What are some of earth's changing features? • How do natural events change the earth? • How does weather change the earth? • How does a volcano eruption change the earth? • What can rocks reveal about how the earth changes? • How can understanding the structure and features of informational text help you understand it? • How do authors use print and graphic features to achieve specific purposes? • How can we use text evidence to support appropriate responses? • How can we listen actively and ask relevant questions to clarify information? • How can we make connections to personal experiences, ideas in other texts, and society? • What are the elements of narrative nonfiction? • Why do authors write stories? • How can comparing and contrasting texts help us understand them better? 	
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.C; L.2.1.E; L.2.1.F; L.2.2.A; 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		
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 	<ul style="list-style-type: none"> ● How can we generate questions about text before, during, and after reading to deepen understanding and gain information? ● 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. <p><u>Activity Description:</u></p> <p>1. Week 1 - Anchor Text: <i>Introducing Landforms</i> Reading Skills/Strategies: Describe Connections/Monitor Comprehension</p> <ul style="list-style-type: none"> ● Informational Text Anchor Chart- p. 472-473 ● Describe Connections p. 496 ● Monitor Comprehension p. 497 ● IXL Aligned Standards: Read Along About Science and Nature 58P Read About Famous People 5MZ Shades of Meaning with Pictures W8Q ● Small Group - T14-T15 ● Reading Workshop- shared/close reading <p>Language and Conventions: Prepositions and Prepositional Phrases</p> <ul style="list-style-type: none"> ● Prepositions and Prepositional Phrases p. 502 <p>Writing: Introduce and Immerse- Planning, Drafting, and Publishing</p> <ul style="list-style-type: none"> ● Writing Workshop Mini Lesson ● How To Text p. 503-505 ● Writing Club <p>2. Week 2 - Anchor Text: from <i>How Water Shapes the Earth</i>; from <i>How Earthquakes Shape the Earth</i> Reading Skills/Strategies: Compare and Contrast Texts/Create New Understandings</p> <ul style="list-style-type: none"> ● Informational Text Anchor Chart p. 512-513 ● Compare and Contrast Texts- p. 538 ● Create New Understandings p. 539
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		<p>Science Standards:</p> <ul style="list-style-type: none">● 2-ESS1-1 Use information from several sources to provide evidence that Earth events can occur quickly or slowly.● 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. <p>Social Studies Standards:</p> <ul style="list-style-type: none">● 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. <p>Activities:</p> <ul style="list-style-type: none">● Unit 5 Introduction Video: <i>Our Changing Earth</i> on Savvas Realize with Turn and Talk● Read and discuss Infographics: <i>Earth's Features</i> on p. 466-467 (week 1), <i>The Grand Canyon</i> p. 506-507 (week 2), <i>Lightning</i> p. 548-549 (week 3), <i>Earth Erupts</i> p.
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		586-587 (week 4), and <i>Famous Rocks</i> p. 628-629 (week 5)	
Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i>		Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i>	
Formative Assessments: <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 ● 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: <ul style="list-style-type: none"> ● Ongoing mini-assessments based on standards addressed ● iReady Diagnostic Summative Assessments: <ul style="list-style-type: none"> ● iReady Checkups ● Published Writing Pieces ● Selection/Unit Tests 	
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 2.2 Student Interactive 	<ul style="list-style-type: none"> ● Below-Leveled Readers ● Modified Versions of Test 	<ul style="list-style-type: none"> ● Focus on <i>ELL Targeted Support Sections</i> of 	<ul style="list-style-type: none"> ● Enrichment Readers ● Enrichment Activities

<ul style="list-style-type: none"> hardcover and digital forms) Leveled Readers Literacy Stations Journals Reading Anchor Charts Read Aloud Trade Book Library Mentor Stack 	<p>(audio, large font)</p> <ul style="list-style-type: none"> Choice Boards Differentiated Literacy Stations 	<p>Teacher's Guide</p> <ul style="list-style-type: none"> Online thesaurus Storyboard Graphic Organizers 	<ul style="list-style-type: none"> Tiered Content/Activities Choice Boards Provide variety of rigorous materials
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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 	<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

	<ul style="list-style-type: none"> • 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"> • Intensive accelerated instruction • Real world investigators and problem solvers
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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>Core Ideas:</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.

		<ul style="list-style-type: none"> • 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. • 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. 	

	<ul style="list-style-type: none"> • Use technology to enhance productivity, increase collaboration and communicate effectively. • Work productively in teams while using cultural/global competence.
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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)								
	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>	Standards in Action: <i>Climate Change</i>