

Domain Anchor Statement Codes			
Reading	Writing	Speaking and Listening	Language
CR: Close Reading of Text	AW: Argumentative Writing	PE: Participate Effectively	RF: Foundational Skills: Reading Language
CI: Central Ideas and Themes	IW: Informative and Explanatory Writing	II: Integrate Information	WF: Foundational Skills: Written Language
IT: Interactions Among Text Elements	NW: Narrative Writing	ES: Evaluate Speakers	SS: System and Structure of Language
TS: Text Structure	WP: Writing Process	PI: Present Information	KL: Knowledge of Language
PP: Perspective and Purpose in Texts	WR: Writing Research	UM: Use Media	VL: Vocabulary Acquisition, Use and Literal Meaning
MF: Diverse Media and Formats	SE: Sources of Evidence	AS: Adapt Speech	VI: Vocabulary Acquisition, Use and Interpretative Meaning
AA: Analysis of an Argument	RW: Range of Writing		
CT: Comparison of Texts			

 - linked to document of ELA Climate Change Companion Guide

Trimester	Unit Title	Recommended Instructional Days
1	Unit 1: You Are Here	6-8 weeks
Reading		<p>Recommended Core Ideas, Practices, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-ELA within Unit</p>
<p><i>Literary Text</i> RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.</p> <p>RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.</p> <p>RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.</p> <p>RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p><i>Informational Text</i> RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.</p> <p>RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.</p> <p>RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.</p>		

<p>RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. 🌱</p>	
Writing	
<p>W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.</p> <p>A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.</p> <p>B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.</p> <p>C. Use transitional words to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experience and events.</p> <p>E. Provide a conclusion or sense of closure related to the narrated experiences or events.</p> <p>W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.</p> <p>A. Identify audience and purpose before writing.</p> <p>B. Participate in self-evaluation of written work.</p> <p>C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.</p> <p>W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.</p> <p>W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.</p>	<p style="text-align: center;"><u>Essential Question/s:</u></p> <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? <p style="text-align: center;"><u>Core Ideas/Practices:</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none">● Read realistic fiction and understand its elements.● Describe setting using text evidence from literary text● Identify main ideas using text evidence from informational text● Apply writer’s craft and conventions of language to develop and write different types of texts● Read and spell words with digraphs, blends, bonus letters, and glued sounds <p style="text-align: center;"><u>Planning Guide:</u></p> <p><u>MyView Week 1</u> - Anchor Text: <i>How Many Stars in the Sky?</i></p> <p>Reading Skills/Strategies: Describe and Understand Setting/ Use Text Evidence</p>

Speaking and Listening	
<p>SL.PE.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups. 🌱</p> <p>A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</p> <p>C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p> <p>SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p> <p>SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<ul style="list-style-type: none"> ● Realistic Fiction Anchor Chart p. 20-21 ● Understand Setting p. 42 ● Small Group - T14-T15 ● Reading Workshop- shared/close reading <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><u>Foundations Unit 1, Week 1</u></p> <ul style="list-style-type: none"> ● Letter-keyword-sound for consonants, vowels, and digraphs ● Concept of consonant digraphs, consonant blends, and digraph blends ● 3 spellings for /k/ sound (c, k, ck) ● Closed syllable type <p><u>MyView Week 2</u> - Anchor Text: <i>Maybe Something Beautiful</i></p> <p>Reading Skills/Strategies: Describe and Understand Characters/ Summarize</p> <ul style="list-style-type: none"> ● Realistic Fiction Anchor Chart p. 58-59 ● Describe and Understand Characters p. 80 ● Small Group - T78-T79 ● Reading Workshop- shared/close reading <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
Language	
<p>Foundational Skills: Reading Language</p> <p><i>Phonics and Word Recognition</i></p> <p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>Writing: Develop Elements</p> <ul style="list-style-type: none"> ● Writing Workshop Mini Lesson ● Tools Authors Use p. 87-89 ● Writing Club

- B. Decode regularly spelled two-syllable words with long vowels.
- C. Decode words with common prefixes and suffixes.
- E. Recognize and read grade-appropriate irregularly spelled words.
- F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
- G. Identify the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language

Sound-Letter Basics

- A. Write legibly and with sufficient fluency to support composition.
- B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:
 - i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck

Spelling

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

- A. Regular, single-syllable words that include:
 - i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).

Fundations Unit 1, Week 2

- Letter-keyword-sound for consonants, vowels, and digraphs
- Concept of consonant digraphs, consonant blends, and digraph blends
- 3 spellings for /k/ sound (c, k, ck)
- Closed syllable type

MyView Week 3 - Anchor Text: *from Places We Go*

Reading Skills/Strategies: Identity Main Idea/ Use Text Evidence

- Informational Text Anchor Chart p. 96-97
- Identify Main Idea-p. 118
- Small Group- T142-T143
- Reading Workshop- shared/close reading

Language and Conventions: Compound Sentences

- Compound Sentences p. 124

Writing: Develop Structure

- Writing Workshop Mini Lesson
- Structure of a Fiction and Nonfiction Text-. 125-126
- Writing Club

Fundations Unit 2, Week 1

- Bonus letter spelling rule: ff, ll, ss, and sometimes zz
- Blending and reading words with glued sounds (all, am, an, ang, ing, ong, ung, ank, ink, onk, unk)
- Segmenting and spelling words with bonus letters and glued sounds
- Story retelling & Fluent passage reading
- Trick words: shall, pull, full, both, talk, walk
- Vowel teams: ai, ay, ee, ea, ey

MyView Week 4 - Anchor Text: *Poetry*

Reading Skills/Strategies: Explain Patterns and Structures/ Monitor Comprehension

ii. Complex consonant blends (scr, str, squ).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.2.3.F Use an apostrophe to form contractions and frequently occurring possessives.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

B. Compare formal and informal uses of English.

L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

A. Use sentence-level context as a clue to the meaning of a word or phrase.

C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

- Poetry Anchor Chart p. 134-135
- Patterns and Structures of Poems p. 148-149
- Small Group T206-T207
- Reading Workshop- shared/close reading

Language and Conventions: Sentences and End Punctuation

- Sentences and End Punctuation p. 154-155

Writing: Writer's Craft

- Writing Workshop Mini Lesson
- Revising Drafts p. 156-157
- Writing Club

Fundations Unit 2, Week 2

- Bonus letter spelling rule: ff, ll, ss, and sometimes zz
- Blending and reading words with glued sounds (all, am, an, ang, ing, ong, ung, ank, ink, onk, unk)
- Segmenting and spelling words with bonus letters and glued sounds
- Story retelling & Fluent passage reading
- Trick words: shall, pull, full, both, talk, walk

MyView Week 5 - Anchor Text: *You Can't Climb a Cactus*

Reading Skills/Strategies: Describe and Understand Plot Elements/ Make and Confirm Predictions

- Realistic Fiction Anchor Chart p. 164-165
- Plot Elements/Predictions p. 184-185
- Small Group T262-263
- Reading Workshop- shared/close reading

Language and Conventions: Use resources to spell words

- Use Resources to Spell Words p. 190

Writing: Publish, Celebrate, Assess

- Writing Workshop Mini Lesson
- How to Write a Final Draft/Peer Editing p. 191-193

C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.		<ul style="list-style-type: none"> • Writing Club
Social and Emotional Learning: <i>Competencies</i>	Social and Emotional Learning: <i>Sub-Competencies</i>	<p><u>Foundations Unit 3, Week 1</u></p> <ul style="list-style-type: none"> • Concept of closed syllable exceptions • Glued sounds (ild, ind, old, olt, ost) • Story retelling • Fluent passage reading • Trick words: spill, string, stand, toss <p><u>MyView Week 6</u> - Project-Based Inquiry: <i>The Best Place</i></p> <ul style="list-style-type: none"> • Collaborate and discuss: Persuasive Text • Conduct Research: Interview an Expert • Celebrate and Reflect <p><u>Foundations Unit 4 Week 1</u></p> <ul style="list-style-type: none"> • Review suffixes: s, es, ed, ing • Comparison suffixes: er, est • Additional sounds of -ed /d/ and /t/ • Spelling procedure for words with suffixes • Categorizing vowel and consonant suffixes • Forming plurals, present tense, and past tense • Fluent passage reading • Trick words: again, please, animal, sure, use, used <p style="text-align: center;"><u>Interdisciplinary Connections:</u></p> <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)
<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 	

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>	
<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 Resources/Materials			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ML 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 	<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>ML 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

<ul style="list-style-type: none"> • Reading Anchor Charts • Read Aloud Trade Book Library • Mentor Stack • Foundations Level 2 Kit 			
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 (Schoolology, SeeSaw) • District Digital Resources: 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>	ML 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 	<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>examples, modeling, etc.)</p> <ul style="list-style-type: none"> ● 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 		
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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. ● 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.

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