

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
1-2	Unit 2: Nature's Wonders	6-8 weeks
Reading		
<p><i>Literary Text</i></p> <p>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.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .</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.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</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>Recommended Core Ideas, Practices, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-ELA within Unit</p>	

Informational Text

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.

RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).

RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

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.

RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

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. 🌱

RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

Writing	
<p>W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.</p> <p>A. Introduce a topic clearly.</p> <p>B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.</p> <p>C. Provide a conclusion.</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>W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.</p>	<p><u>Essential Question/s:</u></p> <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? <p><u>Core Ideas/Practices:</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none">• Identify text structures to facilitate reading informational texts.• Use text features to locate details in an informational text.• Use elements of informational text to write an informational article.• Describe and understand setting and plot in realistic fiction• Read and spell words with suffixes, prefixes, and more than one syllable <p><u>Planning Guide:</u></p> <p><u>MyView Week 1</u> - Anchor Text: <i>A Green Kid's Guide to Watering Plants</i></p> <p>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• Small Group - T14-T15• Reading Workshop- shared/close reading

Speaking and Listening

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.

- 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).
- B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

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.

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

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.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language and Conventions: Nouns- Singular and Plural

- Nouns- Singular and Plural p. 252

Writing: Introduce and Immerse- Planning, Drafting, and Publishing

- Writing Workshop Mini Lesson
- List article p. 253
- Writing Club

Fundations Unit 4 Week 2

- 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

MyView Week 2 - Anchor Text: *A Home on the Prairie*

Reading Skills/Strategies: Use Text Features and Graphics/Make and Confirm Predictions

- Informational Text Anchor Chart p. 262-263
- Use text features and graphics- p. 280
- Make and confirm predictions- p. 281
- Small Group - T80-T81
- Reading Workshop- shared/close reading

Language and Conventions: Irregular Plural Nouns

- Irregular plural nouns p. 286

Writing: Develop Elements

- Writing Workshop Mini Lesson
- Topic and Main Idea p. 287
- Writing Club

Language	<u>Fundations Unit 5 Week 1</u>
<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> <ul style="list-style-type: none">A. Know spelling-sound correspondences for common vowel teams.B. Decode regularly spelled two-syllable words with long vowels.C. Decode words with common prefixes and suffixes.D. Identify words with inconsistent but common spelling-sound correspondences.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. <p><i>Fluency</i></p> <p>L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none">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. <p>Foundational Skills: Writing Language</p> <p><i>Sound-Letter Basics</i></p> <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <ul style="list-style-type: none">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:	<ul style="list-style-type: none">● Reading and spelling two-syllable words● Compound words● Syllable division rules for dividing between closed syllables● Spelling of ic at the end of multisyllabic words● New suffixes: ful, ment, ness, less, able, en, ish, au and aw● Prefixes: mis, un, non, dis, and trans● Trick words: against, knew, know, always, often, once <p><u>MyView Week 3</u> - Anchor Text: <i>The Seasons of Arnold's Apple Tree</i></p> <p>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● 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><u>Fundations Unit 5 Week 2</u></p> <ul style="list-style-type: none">● Reading and spelling two-syllable words● Compound words● Syllable division rules for dividing between closed syllables● Spelling of ic at the end of multisyllabic words● New suffixes: ful, ment, ness, less, able, en, ish, au and aw● Prefixes: mis, un, non, dis, and trans● Trick words: against, knew, know, always, often, once

<p>i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck</p> <p>Spelling</p> <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>A. Regular, single-syllable words that include:</p> <ol style="list-style-type: none">Position-based patterns (ch, -tch; k, -ck; -ge, -dge).Complex consonant blends (scr, str, squ).Plurals and possessives (its, it's). <p>B. Regular two- and three-syllable words that:</p> <ol style="list-style-type: none">Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).Are compounds comprising familiar parts (houseboat; yellowtail).Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less). <p>C. Words with suffixes that require:</p> <ol style="list-style-type: none">consonant doubling (penning, slimmed).dropping silent-e (smiled, paving). <p>D. Most often used words in English:</p> <ol style="list-style-type: none">Irregular words (against, many, enough, does).Pattern-based words (which, kind, have). <p>Sentence Composition (Grammar, Syntax, and Punctuation)</p> <p>L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <ol style="list-style-type: none">With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.Capitalize holidays, product names and geographic names. <p>L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none">Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	<p>MyView Week 4 - Anchor Text: <i>What's in the Egg, Little Pip?</i></p> <p>Reading Skills/Strategies: Describe and Understand Characters/ Making Inferences</p> <ul style="list-style-type: none">Fiction Anchor Chart p. 340-341Describe and Understand Characters p. 368Make Inferences p. 369Small Group T210-T211Reading 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 LessonSubject/Verb Agreement p. 375-376Writing Club <p>Fundations Unit 6 Week 1</p> <ul style="list-style-type: none">Review vowel-consonant-e syllabless - /s/and /z/ spelling option procedureTwo syllable words with closed and vowel-consonant-e syllablesCompound wordsVowel-consonant-e exception (-ive) -Suffix – iveTrick words: only, house, move, right, place, together <p>MyView Week 5 - Anchor Text: <i>Amazing Migrations: Butterflies, Bats, and Birds</i></p> <p>Reading Skills/Strategies: Explain and Use Text Features/ Determine Key Ideas</p> <ul style="list-style-type: none">Informational Text Anchor Chart p. 384-385Use text features p. 404Determine Key Ideas p. 405Small Group T280-281Reading Workshop- shared/close reading
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<p>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.</p> <ul style="list-style-type: none"> A. Use sentence-level context as a clue to the meaning of a word or phrase. B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). 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. <p>L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. 		<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>Fundations Unit 6 Week 2</p> <ul style="list-style-type: none"> • Review vowel-consonant-e syllables • s - /s/and /z/ spelling option procedure • Two syllable words with closed and vowel-consonant-e syllables • Compound words • Vowel-consonant-e exception (-ive) -Suffix – ive • Trick words: only, house, move, right, place, together <p>MyView Week 6 - Project-Based Inquiry: <i>Tree Bark</i></p> <ul style="list-style-type: none"> • Collaborate and discuss: Informational Text • Conduct Research: Identify and Gather relevant sources • Celebrate and Reflect <p>Fundations Unit 7 Week 1</p> <ul style="list-style-type: none"> • Open syllable type • y as a vowel • Combining open syllables with closed and vowel-consonant-e syllables • Additional syllable division rules • y, ly, ty suffixes • Trick words: eight, large, change, city, every, family, night, carry, something <p style="text-align: center;">Interdisciplinary Connections:</p> <p><i>Follow the “Cross-Curricular” discussion prompts in your manual to address the standards.</i></p>	
<p>Social and Emotional Learning:</p> <p style="text-align: center;"><i>Competencies</i></p>	<p>Social and Emotional Learning:</p> <p style="text-align: center;"><i>Sub-Competencies</i></p>		
<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. 		

	<ul style="list-style-type: none"> 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>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 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>Benchmarks:</p> <ul style="list-style-type: none"> Ongoing mini-assessments based on standards addressed iReady Diagnostic <p>Summative Assessments:</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 ● Reading Anchor Charts ● Read Aloud Trade Book Library ● Mentor Stack ● Foundations Level 2 Kit 	<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
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 Strategies & Techniques			
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 	<ul style="list-style-type: none"> ● Introduce skills/vocabulary before lesson 	<ul style="list-style-type: none"> ● Visual Learning ● Pre-Teaching Skills/Vocabulary 	<ul style="list-style-type: none"> ● Compacting ● Inquiry Based Instruction

<p>including audio, visual, and tactile/kinesthetic</p> <ul style="list-style-type: none"> • Provide individual instruction as needed 	<ul style="list-style-type: none"> • 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"> • Teacher Modeling • Pair students with advanced language skills • Scaffolding • Choice Boards • Differentiated Literacy Centers • Sentence Stems 	<ul style="list-style-type: none"> • 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 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
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	<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. ● 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.
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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>