


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
2-3	Unit 4: Making a Difference	6-8 weeks
Reading	Recommended Core Ideas, Practices, Interdisciplinary Connections, and/or Student Experiences to Explore NJSLS-ELA within Unit	
<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.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.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><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.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).</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>		

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

W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.

- A. Introduce an opinion.
- B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Provide a conclusion.

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

- A. Introduce a topic clearly.
- B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.

Essential Questions:

- Why is it important to connect with other people?
- How can others inspire us to reach a goal?
- How can our creations affect others?
- What can people do to make a difference in their communities?
- How can people work together to solve a problem?
- How can you get involved to improve your community?
- How do authors use chronological order to help us understand text?
- How do authors use text structure in biographies?
- How can we determine the theme or lesson of a realistic fiction story?
- What are the characteristics of persuasive text?
- What are the elements of narrative nonfiction?
- Why do authors write stories?
- How can comparing and contrasting texts help us understand them better?
- How do we explain and use text features to locate details in a text?

C. Provide a conclusion.

W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.

A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.

B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.

C. Use transitional words to manage the sequence of events.

D. Use concrete words and phrases and sensory details to convey experience and events.

E. Provide a conclusion or sense of closure related to the narrated experiences or events.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

A. Identify audience and purpose before writing.

B. Participate in self-evaluation of written work.

C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

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.

W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

- 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.

Core Ideas/Practices:

Students will be able to:

- Use text features to make connections
- Determine theme and create new understandings
- Use elements of narrative nonfiction to write a personal narrative
- Identify text structure and make and confirm predictions
- Read and spell words with r-controlled syllables, double vowels, more than one syllable, and suffixes

Planning Guide:

MyView Week 1 - Anchor Text: *Who Says Women Can't Be Doctors? The Story of Elizabeth Blackwell*

Reading Skills/Strategies: Identify Text Structure/Answer Questions

- Biography Anchor Chart- p. 243
- Identify Text Structure p. 268
- Ask and Answer Questions p. 269
- Small Group - T14-T15
- Reading Workshop- shared/close reading

Language and Conventions: Adjectives and Adverbs

- Adjectives and Adverbs p. 274

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

- Writing Workshop Mini Lesson
- Generate Ideas and Plan a Personal Narrative p. 276-277
- Writing Club

Foundations Unit 10 Week 2

- Double vowel syllable type

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.

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.

- Sounds of ai, and ay
- Use of spelling option procedure for /a/ sound
- Combining all types of syllables
- Homophones
- Trick words: great, country, away, America, school, thought
- Sample words: paint, display

MyView Week 2 - Anchor Text: *Building on Nature: The Life of Antoni Gaudí*

Reading Skills/Strategies: Use Text Features/Make Connections

- Traditional Tale: Biography Anchor Chart p. 285
- Use Text Features- p. 310
- Make connections- p. 311
- Small Group - T82-T83
- Reading Workshop- shared/close reading

Language and Conventions: Comparative and Superlative Adjectives

- Comparative and Superlative Adjectives p. 316

Writing: Develop Elements

- Writing Workshop Mini Lesson
- The Narrator p. 318
- Writing Club

Fundations Unit 11 Week 1

- Sounds of ee, ea, ey
- Use of spelling option procedure for /e/ sound
- Sample words: cheap, keep, chimney
- Trick word; whose, won, son, breakfast, head, ready

MyView Week 3 - Anchor Text: *The Garden of Happiness*

Reading Skills/Strategies: Determine Theme/Create New Understandings

- Realistic Fiction Anchor Chart p. 326-327
- Determine Theme -p. 354

<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">● Create New Understandings- p. 355● Small Group- T150-T151● Reading Workshop- shared/close reading
Language	Language and Conventions: Commas in Dates and Letters
Foundational Skills: Reading Language	<ul style="list-style-type: none">● Commas in Dates and Letters p. 360● Sequence of Events p. 361
<i>Phonics and Word Recognition</i>	Writing: Develop Structure
<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.	<ul style="list-style-type: none">● Writing Workshop Mini Lesson● Details- p. 363● Writing Club <u>Fundations Unit 11 Week 2</u> <ul style="list-style-type: none">● Sounds of ee, ea, ey● Use of spelling option procedure for /e/ sound● Sample words: cheap, keep, chimney● Trick word; whose, won, son, breakfast, head, ready <u>MyView Week 4</u> - Anchor Text: <i>One Plastic Bag: Isatou Ceesay and the Recycling Women of Gambia</i>
<i>Fluency</i>	Reading Skills/Strategies: Identify Text Structure/ Make and Confirm Predictions
<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.	<ul style="list-style-type: none">● Biography Anchor Chart p. 370-371● Identify Text Structure p. 398● Make and Confirm Predictions p. 399● Small Group T220-T221● Reading Workshop- shared/close reading
Foundational Skills: Writing Language	Language and Conventions: Pronouns <ul style="list-style-type: none">● Pronouns p. 404
<i>Sound-Letter Basics</i>	Writing: Writer’s Craft
<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.	<ul style="list-style-type: none">● Writing Workshop Mini Lesson● Edit for Pronouns p. 406● Writing Club

- 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
 - ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

Spelling

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

- A. Regular, single-syllable words
- B. Regular two- and three- syllable words
- C. Words with suffixes
- D. Most often used words in English.

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

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

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.

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

Fundations Unit 12 Week 1

- Sounds of oi and oy
- Spelling generalizations of /o/ sound
- Trick word: favorite, early, ocean
- Sample words: moist, toys, paperboy

MyView Week 5 - Anchor Text: *Kids Can Be Big Helpers*

Reading Skills/Strategies: Understand Persuasive Text/Monitor Comprehension

- Persuasive Text Anchor Chart p. 414-415
- Understand persuasive text p. 434
- Monitor Comprehension p. 435
- Small Group T290-291
- Reading Workshop- shared/close reading

Language and Conventions: Reflexive Pronouns

- Reflexive Pronouns p. 440

Writing: Publish, Celebrate, Assess

- Writing Workshop Mini Lesson
- Edit for Spelling p. 442
- Writing Club

Fundations Unit 13 Week 1

- The long o sound of oa, oe, and ow
- Use of spelling option procedure for /o/ sound
- Review of suffix endings
- Trick words: Monday, Tuesday, cousin, lose, tomorrow, beautiful
- Sample words: road, doe, grown

MyView Week 6 - Project-Based Inquiry: *Time Capsule*

- Collaborate and discuss: Informational Text
- Conduct Research: Use a Web site
- Celebrate and Reflect

Social and Emotional Learning:

Competencies

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

Fundations Unit 13 Week 2

- The long o sound of oa, oe, and ow
- Use of spelling option procedure for /o/ sound
- Review of suffix endings
- Trick words: Monday, Tuesday, cousin, lose, tomorrow, beautiful
- Sample words: road, doe, grown

Interdisciplinary Connections:

Follow the “Cross-Curricular” discussion prompts in your manual to address the standards.

Science

Standards:

- Biological Evolution: Unity and Diversity 2-LS4
- 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.

Social Studies

Standards:

- 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

	<p>collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).</p> <ul style="list-style-type: none">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 4 Introduction Video: <i>Making Connections</i> on Savvas Realize with Turn and TalkRead and discuss Infographics: <i>People Who Were First</i> on p. 236-237 (week 1), <i>Creative Places</i> p. 278-279 (week 2), <i>Community Care</i> p. 320-321 (week 3), <i>Old Stuff, New Uses</i> p. 364-365 (week 4), and <i>Look What We Can Do</i> p. 408-409 (week 5)
<p>Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>	<p>Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>

<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 4 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 	
<p>Differentiated Student Access to Content: Teaching and Learning Resources/Materials</p>			
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 hardcover and digital forms) • Leveled Readers • Literacy Stations • Journals • Reading Anchor 	<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 	<ul style="list-style-type: none"> • Enrichment Readers • Enrichment Activities • Tiered Content Activities • Choice Boards • Provide variety of rigorous materials

<p>Charts</p> <ul style="list-style-type: none"> • Read Aloud Trade Book Library • Mentor Stack 		<ul style="list-style-type: none"> • Storyboard Graphic Organizers 	
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 (Schoology, 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	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"> • 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 	

NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS	Disciplinary Concept: <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 	
	Core Ideas:	<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.
	Performance Expectation/s:	<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

		<p>change.</p> <ul style="list-style-type: none"> ● 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. 	

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>