

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
3	Unit 5: Our Incredible Earth	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.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><i>Informational Text</i></p> <p>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.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.</p>	<p>Recommended Core Ideas, Practices, Interdisciplinary Connections, and/or Student Experiences to Explore NJSL-ELA within Unit</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.

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.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.
- C. Provide a conclusion.

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

Essential Questions:

- 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?

<p>W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.</p>	
<p>Speaking and Listening</p>	
<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 conversation 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"> ● 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 style="text-align: center;"><u>Core Ideas/Practices:</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> ● Compare and contrast important points from two texts and develop new understandings ● Identify the patterns and structures found in a poem and make connections ● Use language to make connections between reading and writing informational text ● Engage in productive collaboration ● Develop the structure of procedural writing <p style="text-align: center;"><u>Planning Guide:</u></p> <p><u>MyView Week 1</u> - Anchor Text: <i>Introducing Landforms</i></p> <p>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 ● 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>Language</p>	
	<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

Foundational Skills: Reading Language

Phonics and Word Recognition

L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- 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.

Fluency

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

- A. Read grade-level text with purpose and understanding.

Foundational Skills: Writing Language

Sound-Letter Basics

L.WF.2.1. Demonstrate command of the conventions of writing.

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

- Writing Club

Foundations Unit 14 Week 1

- /ou/ sound of ou and ow
- Spelling generalizations of /ou/ sound
- Trick words: Wednesday, Thursday, Saturday, bought, brought, piece

MyView Week 2 - Anchor Text: from *How Water Shapes the Earth*; from *How Earthquakes Shape the Earth*

Reading Skills/Strategies: Compare and Contrast Texts/Create New Understandings

- Informational Text Anchor Chart p. 512-513
- Compare and Contrast Texts- p. 538
- Create New Understandings p. 539
- Small Group - T80-T81
- Reading Workshop- shared/close reading

Language and Conventions: Contractions

- Contractions p. 544

Writing: Develop Elements

- Writing Workshop Mini Lesson
- Writing Commands and Instructions p. 545-546
- Writing Club

Foundations Unit 14 Week 2

- /ou/ sound of ou and ow
- Spelling generalizations of /ou/ sound
- Trick words: Wednesday, Thursday, Saturday, bought, brought, piece

MyView Week 3 - Anchor Text: *Where Do They Go in Rain or Snow?*

Reading Skills/Strategies: Identify elements of Drama/ Make and Confirm Predictions

<p>D. Most often used words in English.</p> <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> <p>L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <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> <p>L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p>		<ul style="list-style-type: none"> ● Drama Anchor Chart p. 554-555 ● Identify Elements of Drama -p. 576 ● Confirm or Adjust Predictions- p. 577 ● Small Group- T148-T149 ● Reading Workshop- shared/close reading <p>Language and Conventions: Commas in Sentences</p> <ul style="list-style-type: none"> ● Commas in Sentences p. 582 ● Sequence of Events p. 361 <p>Writing: Develop Structure</p> <ul style="list-style-type: none"> ● Writing Workshop Mini Lesson ● Writing in Steps- p. 584 ● Writing Club <p>Fundations Unit 15, Week 1</p> <ul style="list-style-type: none"> ● The /ü/ sound of oo, ue, and ew ● Use of spelling option procedure for /ü/ and /u/ sound <p>MyView Week 4 - Anchor Text: <i>Volcano Wakes Up!</i></p> <p>Reading Skills/Strategies: Explain Patterns and Structures/ Make Connections</p> <ul style="list-style-type: none"> ● Poetry Anchor Chart p. 592-593 ● Explain Patterns and Structures p. 618 ● Make Connections p. 619 ● Small Group T212-T213 ● Reading Workshop- shared/close reading <p>Language and Conventions: Compound Subjects and Predicates</p> <ul style="list-style-type: none"> ● Compound Subjects and Predicates p. 624-625 <p>Writing: Writer's Craft</p> <ul style="list-style-type: none"> ● Writing Workshop Mini Lesson ● Revise Drafts by Adding or Deleting Words p. 626-627 ● Writing Club
<p>Social and Emotional Learning:</p> <p><i>Competencies</i></p>	<p>Social and Emotional Learning:</p> <p><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. ● 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 	

Foundations Unit 15, Week 2

- The /ü/ sound of oo, ue, and ew
- Use of spelling option procedure for /ü/ and /u/ sound

MyView Week 5 - Anchor Text: *Rocks!*

Reading Skills/Strategies: Identify Main Idea/ Make Inferences

- Informational Text Anchor Chart p. 634-635
- Identify Main Idea p. 654
- Make Inferences p. 655
- Small Group T280-281
- Reading Workshop- shared/close reading

Language and Conventions: Spell Words Correctly

- Spell Words Correctly p. 660

Writing: Publish, Celebrate, Assess

- Writing Workshop Mini Lesson
- Edit for Capitalization p. 662
- Writing Club

Foundations Unit 16 Week 1

- Sound of au and aw
- Spelling generalizations for the /o/ sound
- Trick words: August, laugh, daughter

MyView Week 6 - Project-Based Inquiry: *This is so Exciting!*

- Collaborate and discuss: Ad
- Conduct Research: Use Media to Research
- Celebrate and Reflect

Foundations Unit 17

- Consonant -le syllable type
- Review of 6 syllable types
- Trick words: trouble, couple, young

		<p>Interdisciplinary Connections: <i>Follow the “Cross-Curricular” discussion prompts in your manual to address the standards.</i></p> <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
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		<ul style="list-style-type: none"> 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. 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 5 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

<p>hardcover and digital forms)</p> <ul style="list-style-type: none"> • Leveled Readers • Literacy Stations • Journals • Reading Anchor Charts • Read Aloud Trade Book Library • Mentor Stack • Foundations Level 2 Kit 	<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 ContentActivities • 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 (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	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 	<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 	<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

	<p>instruction</p> <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"> ● 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

		<p>fight against climate change.</p> <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. 	

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