



**SOARING HEIGHTS**  
**CHARTER SCHOOL**  
DEVELOPING CHARACTER • BUILDING COMMUNITY • GROWING LEADERS

**Revised July 2024**  
**Second Grade ELA Curriculum**  
**My View Literacy - Savvas**

**Unit 1: You Are Here**

**Standards:**

RI.CR.2.1, RL.CR.2.1, RI.CI.2.2, RL.CI.2.2, RI.IT.2.3, RL.IT.2.3, RI.TS.2.4, RL.TS.2.4, RI.PP.2.5, RL.PP.2.5, RI.MF.2.6, RL.MF.2.6, RI.AA.2.7, RL.CT.2.8, RI.CT.2.8, SL.PE.2.1 A-C, SL.II.2.2, SL.ES.2.3, SL.PI.2.4, SL.UM.2.5, L.KL.2.1., L.VL.2.2.L.VL.2.2 A-E, W.AW.2.1., W.WP.2., W.RW.2.7., W.WP.4.4, W.WP.7.4.L.RF.2.3 A-G, L.WF.2.1. A-B, L.WF.2.1. A-B, L.RF.2.4 A-C, L.KL.2.1 A, L.KL.2.1 A, L.RF.2.4 A-C, L.VL.2.2 A-E, L.WF.2.1. A-B, L.WF.2.3.A-E, L.WF.2.2. A-E, W.AW.2.1., W.IW.2.2., W.NW.2.3., W.WP.2.4., W.WR.2.5, W.SE.2.6., W.RW.2.7)

**Reading Selections:**

**How Many Stars?**

**Maybe Something Beautiful**

**From Places We Go**

**Poetry**

**You Can't Climb a Cactus**

**Objectives:**

- Work collaboratively with others by following agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.
- Use infographics to make connections to personal experiences, ideas in other texts, and society.
- Generate questions about text before, during, and after reading to deepen understanding and gain information.
- Use text evidence to support an appropriate response.

- Compare and contrast important points from two texts and develop new understandings.
- Compose correspondence such as thank you notes or letters.
- Interact with sources in meaningful ways such as illustrating or writing.
- Describe and understand settings by using text evidence.
- Describe and understand characters by ask and answer questions
- Identify the main idea by using text evidence.
- Make connections to personal experiences, ideas in other texts, and society.
- Interact with sources in meaningful ways such as illustrating or writing.
- Identify ways to actively practice good citizenship, including involvement in community service.
- Read high-frequency words and lesson vocabulary automatically
- Develop vocabulary through related words, synonyms, and context clues
- Compose a paragraph that identifies and supplies a reason that supports an opinion.
- Develop elements of writing by identifying what is needed in the paragraph.
  - Writing the topic sentence with an opinion.
  - Stating the multiple reasons that support the opinions
  - Conclude paragraph.
- Develop the structure of writing.
  - Write the topic sentence with an opinion.
  - State the multiple reasons that support the opinions
  - Write a conclusion that summarizes the paragraph.
- Phonological Awareness: Students will be able to decode, and recognize words with the following phonics rules, high frequency words while reading decodable texts.
  - Phonics: Long and Short Vowels
  - Phonics: Long Vowels CVCe
  - Phonics: Consonant Blends
  - Distinguish between long and short vowel sounds in one-syllable and multisyllabic words.
  - Spelling words with long and short vowels, long vowels CVCe, consonant blends
- The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.
- Students will work to improve the reading language by
  - Reading aloud with accuracy, comprehension, and appropriate rate.
  - Reading aloud with expression.
- Apply knowledge of punctuation and use appropriate phrasing while writing responses to close read questions.
- Practice fluency in a variety or ways, including choral reading, paired trading, and prepared oral reading
- Work toward appropriate fluency goals by reading with a partner.
- Students will work with a partner and practice rereading the story for expression, accuracy, and appropriate oral reading rate.
- Bridge reading informational text through:

Academic Vocabulary-Determine or clarify the meaning of unknown and multiple-meaning words by using context clues and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- Handwriting- Reinforcing proper letter formation.
- Read Like a Writer activities
- Write for a Reader activities that introduce informative and explanatory writing.
- Bridge reading and writing through:
  - Spelling words correctly that follow the phonics rules, for long and short vowels, long vowels CVCe, and consonant blends.
  - Language & Conventions
    - Simple sentences
    - Subjects and predicates
    - Compound sentence
    - Sentences and ending punctuation
- Students will become familiar with a variety of genres by:
  - learning how to plan and revise writing.
  - recognizing the structure of fiction and nonfiction.
  - writing, revising, and publishing work in a variety of genres
  - discussing the author's purpose or writing text, including what the author wants to answer, explain, or describe.
  - discussing the author's purpose or writing text, including what the author wants to answer, explain, or describe.
  - editing drafts using standard English conventions, including complete sentences with subject-verb agreement.
  - editing drafts using standard English conventions, including end punctuation, apostrophes in contractions, and commas with items in a series and in dates.
  - planning a first draft by generating ideas for writing such as drawing and brainstorming.

#### **Extension Activities:**

1. Students will reflect after listening to the read aloud "Seeing Stars." Then in small groups they will use the pictures in the infographic to share information about how different places affect us. During the group discussions, students are encouraged to underline facts and information that show the difference between seeing the stars in the city and the country. Then they will write their answers and share with the whole class.
2. Students will make observations about the infographic on pp. 52-53 in the Student Interactive. They will understand that an infographic is a multimedia text that combines words and pictures to provide information by reading the infographic and discussing ways people improve their neighborhoods. They will also generate ideas about how those places can be improved. Then they will draw a picture of how they could try those ideas in their neighborhoods.

**Gifted and talented:**

1. Students are able to choose one topic that was learned from the unit and create a poster that visualizes what was learned in the text. Then write a brief summary that will be shared with the class.
2. Question and Investigate Have students use the infographic to generate ideas of two states they could compare and contrast. Throughout the week as students read, have them conduct research about the states in order to complete Extension Activities.pp. 56-60 in the Resource Download Center.

**Unit 2: Nature's Wonder****Standards:**

RI.CR.2.1, RL.CR.2.1, RI.CI.2.2, RL.CI.2.2 ,RI.IT.2.3, RL.IT.2.3, RI.TS.2.4,RL.TS.2.4, RI.PP.2.5,RL.PP.2.5, RI.MF.2.6, RL.MF.2.6, RI.AA.2.7, RL.CT.2.8, RI.CT.2.8, SL.PE.2.1 A-C, SL.II.2.2, SL.ES.2.3, SL.PI.2.4, SL.UM.2.5, L.KL.2.1, L.VL.2.2., L.RF.2.4 A-C, L.RF.2.4 A-C, L.RF.2.4 A-C, L.RF.2.3 A-G, L.VL.2.2 A-E, L.WF.2.1. A-B, W.IW.2.2. W.WP.2.4, W.RW.2.7, L.WF.2.3.A-G, L.WF.2.2. A-D,

**A Kid's Green Guide to Watering Plants****A Home on the Prairie****The Seasons of Arnold's Apple Tree****What's in the Egg, Little Pip?****Amazing Migrations****Objectives:**

- Establish purpose for reading assigned or self selected texts.
- Identify what realistic fiction is and what it is composed of.
- Describe and understand characters in a fictional text.
- Explain and use text features to locate details in a text.
- Describe and understand setting and plot in realistic fiction.
- Understand story elements by identifying setting and plot
- Visualize details using the text features by creating mental images to deepen understanding.
- Compare and contrast important points from two texts and develop new understandings.
- Ask and answer questions about the text to further understand the text..
- Make and confirm predictions.
- Describe and understand characters using the information in the text
- Make Inferences based on previous knowledge and the text.
- Determine key ideas and details to support.

- Make connections to personal experiences, ideas in other texts, and society.
- Discuss that there are recognizable patterns in the natural world and among objects in the sky.
- Identify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living things.
- Discuss the use of descriptive, literal, and figurative language.
- Identify real-life connections between words and their use.
- Practice fluency in a variety of ways, including choral reading, paired trading, and prepared oral reading
- Work toward appropriate fluency goals by reading with a partner.
- Students will work with a partner and practice rereading the story for expression, accuracy, and appropriate oral reading rate.
- Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.
- Develop and sustain foundational language skills: listening, speaking, reading, writing, and thinking-fluency. The student reads grade-level text with fluency and comprehension.
- Phonological Awareness: Students will be able to decode, and recognize words with the following phonics rules, high frequency words while reading decodable texts.
  - Contractions-Use an apostrophe to form contractions and frequently occurring possessives.
  - Long a- ai, ay, and ea
  - Vowel digraph ie
  - Long e- ee, ea, ey, y
  - Long o- o, oa, ow
  - High-Frequency Words
- Bridge reading informational text through:
  - Academic Vocabulary-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
  - Handwriting- Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.
  - Read Like a Writer activities
  - Write for a Reader activities that introduce informative and explanatory writing.
- Write informative texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.
  - Students will:
    - develop a writing plan for a list article
    - use details that support a main idea
    - incorporate text features to enhance meaning
    - write an informational list article

- Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.
- Bridge reading and writing through:
  - Spelling words correctly
  - Language & Conventions
    - Singular and plural nouns
    - Irregular nouns
    - Common and Proper nouns
    - Possessive Nouns
    - Collective Nouns

### **Extension Activities:**

1. Students will follow along in their Student Interactive, pp. 216-217, as "See How They Grow" is read aloud. Then in small groups use the pictures to share information about the patterns noticed in the garden. During the group discussions, encourage students to ask questions to clear up any confusion about the diagram. After which students will write their observations and share with the class.
2. Students will combine text evidence with their prior knowledge to make an inference about the text. Inferences will help readers identify and understand conflicts in a text read aloud or read independently. They will:
  - Think about what they already know that relates to the text.
  - Look for details that could help make inferences.
  - Combine prior knowledge and the text details found to make inferences about the conflict in the text. Those inferences can help better understand the conflict.
  - Students will find another relevant text detail and use it to make an inference about the story's conflict. Then have them use their inference to briefly describe the conflict and resolution to show their understanding of these plot elements.

### **Gifted and talented:**

1. Students are able to choose one topic that was learned from the unit and create a poster that visualizes what was learned in the text. Then write a brief summary that will be shared with the class.
2. Students will sort their findings about patterns that can be found in a garden into a format to share with others, by using an organizer to improve communication. Talk with students about what they learned and the process they used in order to enhance critical thinking. See Extension Activities pp. 118-122 in the Resource Download Center.

### **Unit 3: Our Traditions**

#### **Standards:**

RL.CR.2.1, RL.CI.2.2, RL.IT.2.3, RL.TS.2.4, RL.PP.2.5, RL.MF.2.6, RL.AA.2.7, RL.CT.2.8, SL.PE.2.1A-C, SL.II.2.2, SL.ES.2.3, SL.PI.2.4, SL.UM.2.5, L.KL.2.1., L.VL.2.2., L.RF.2.4 A-C, L.RF.2.3 A-G, L.WF.2.1, L.WF.2.2, L.WF.2.3, L.VL.2.2., L.VL.2.2 A-E, L.WF.2.1. A-B, L.VI.2.3, L.WF.2.2 A-B, W.RW.2.7, W.WP.2.4, L.VI.2.3., L.WF.2.3.A-E, L.WF.2.2. A-E

#### **From Fables**

#### **The Legend of the Lady Slipper**

#### **Interstellar Cinderella/ Cendrillon**

#### **The Abenaki**

#### **My Food Your Food**

##### **Objectives:**

- Use themes to determine key ideas in fables.
- Make personal, textual, and societal connections to the author's purpose.
- Visualize details to compare and contrast stories.
- Make connections between the author's purpose and ideas in other texts.
- Use text features to make inferences about literary text.
- Visualize details while reading text.
- Describe and understand characters in a fictional text.
- Explain and use text features to locate details in a text.
- Describe and understand setting and plot in realistic fiction.
- Understand story elements by identifying setting and plot
- Visualize details using the text features.
- Ask and answer questions about the text.
- Make and confirm predictions by reading and analyzing text.
- Describe and understand characters using the information in the text
- Make Inferences based on previous knowledge and the text.
- Determine key ideas and details to support.
- Compare and contrast literary versions of the same story (Interstellar Cinderella/ Cendrillon) by different authors or from different cultures.
- Generate questions about text before, during, and after reading to deepen understanding and gain information.
- Write brief comments on literary or informational texts that demonstrate an understanding of the text.
- Interact with sources in meaningful ways such as illustrating or writing.
- Respond using newly acquired vocabulary as appropriate.

- Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales.
- Practice fluency in a variety of ways, including choral reading, paired trading, and prepared oral reading
- Work toward appropriate fluency goals by reading with a partner.
- Students will work with a partner and practice rereading the story for expression, accuracy, and appropriate oral reading rate.
- Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.
- Develop and sustain foundational language skills: listening, speaking, reading, writing, and thinking-fluency. The student reads grade-level text with fluency and comprehension.
- Phonological Awareness: Students will be able to decode, and recognize words with the following phonics rules, high frequency words while reading decodable texts.
  - Compound Words,
  - Long *i* Spelled *i, ie, I\_e, igh, y*
  - Comparative Endings *-er, -est*
  - *r* -Controlled Vowels *er, ir, ur*
  - Diphthongs /ou/ Spelled *ow, ou* and /oi/ Spelled *oi, oy*
  - Vowel Teams /ü/ Spelled *oo, ue, ew, ui*
  - Consonants *c /s/ and g, -dge, -ge /j/*
- Bridge reading informational text through:
  - Academic Vocabulary-Determine or clarify the meaning of unknown and multiple-meaning words by using context clues and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- Handwriting- Reinforcing proper letter formation.
- Read Like a Writer activities
- Write for a Reader activities that introduce informative and explanatory writing.
- Bridge reading poetry through:
  - Introduce Mentor Stacks and immerse in poetry.
  - Develop elements of poetry.
  - Develop the structure of poetry.
  - Spelling and Language Activities
- Students will learn characteristics of poetry and generate ideas explore sensory details and choose words for effect apply language conventions correctly to write poetry.
- Demonstrate phonological awareness by producing a series of rhyming words in order to compose literary texts, including poetry.
- Bridge reading and writing through:
  - Spelling words correctly
  - Language & Conventions
    - Present Tense Verbs
    - Past- Future Tense Verbs
    - Irregular Verbs
    - Subject Verb Agreement



- Adverbs

**Extension Activities:**

1. Students can write about the comparisons they make between texts in a reading notebook. They will retell other fables they know. Students can complete an activity in the *Resource Download Center*.
2. Have students read the story Thunder and Lightning. Then students discuss the author's purpose in a familiar story, including how the use of text structure contributes to that purpose. They will work with a partner and prepare to share their responses with the whole class.

**Gifted and Talented:**

1. Students will choose a fable from the text and compose an illustration that demonstrates understanding of the moral of the fable using construction paper and crayons. Students will compose a response to explain what this means and how it applies to your life.
2. Direct students to list the text features in My Food, Your Food. Ask partners to discuss which of these text features does the most to make the text easier to understand. Using My Food, Your Food, ask partners to compare the text features in the realistic fiction story to the text features in the procedural text. Then ask each of them to express an opinion about which features help them learn the most. Have students discuss, in groups of two or three, their opinions in response to this question: Which type of text is easier to learn from, a realistic fiction text or a procedural text? Tell students to support their opinions with examples.

## **Unit 4: Making a Difference**

### **Standards:**

RI.CR.2.1, RL.CR.2.1, RI.CI.2.2, RL.CI.2.2, RI.IT.2.3, RL.IT.2.3, RI.TS.2.4, RL.TS.2.4, RI.PP.2.5, RL.PP.2.5, RI.MF.2.6, RL.MF.2.6, RI.AA.2.7, RL.CT.2.8, RI.CT.2.8, SL.PE.2.1 A-C, SL.II.2.2, SL.ES.2.3, SL.PI.2.4, SL.UM.2.5, L.KL.2.1, L.VL.2.2, L.RF.2.4 A-C, L.VL.2.2 A-E, L.WF.2.1 A-B, L.RF.2.3 A-G, L.RF.2.3 A-G, L.WF.2.1, L.WF.2.2, L.WF.2.3, L.VL.2.2, L.RF.2.3 A-G, L.RF.2.3 A-G, L.WF.2.1, L.WF.2.2, L.WF.2.3, L.VL.2.2, W.RW.2.3, W.RW.2.7, W.WP.2.4, L.WF.2.3 A-E, L.WF.2.2 A-E

### **Who Says Women Can't Be Doctors?**

#### **Building On Nature**

#### **The Garden of Happiness**

#### **One Plastic Bag**

#### **Kids Can Be Big Helpers**

#### **Objectives:**

- Identify Text Structure by using text features.
- Use text features to better understand a biography and connect it to society.
- Identify and discuss the theme or lesson of a realistic fiction story.
- Use the text structure in a biography to confirm or adjust predictions while reading.
- Determine themes by using text evidence and adult assistance. .
- Ask and Answer Questions to make inferences and draw conclusions.
- Make connections with the text from previous lessons and current text.
- Compare and contrast important points from two texts and develop new understandings.
- Recognize chronological order and other text structures in a biography.
- Understand the characteristics of a persuasive text and monitor comprehension.
- Write brief comments on literary or informational texts that demonstrate an understanding of the text.
- Use text evidence to support an appropriate response to questions.
- Respond using newly acquired vocabulary as appropriate.
- Discuss the author's use of print and graphic features to achieve specific purposes.
- Use glossaries and dictionaries to determine or clarify the meaning of words and phrases.

- Practice fluency in a variety of ways, including choral reading, paired trading, and prepared oral reading
- Work toward appropriate fluency goals
- Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.
- Develop and sustain foundational language skills: listening, speaking, reading, writing, and thinking-fluency. The student reads grade-level text with fluency and comprehension.
- Phonological Awareness: Students will be able to decode, and recognize words with the following phonics rules, high frequency words while reading decodable texts.
  - Closed Syllables VC/V
  - Open Syllables V/CV
  - Suffixes *-ly, -ful, -er, -less, -or*
  - Prefixes *re-, un-, dis-, pre-*
  - Syllable Pattern VCCV
  - Bridge reading informational text through:
- Identify the use of first and third person in a text by reviewing pronouns in order to prepare to compose personal narrative.
- Academic Vocabulary-Determine or clarify the meaning of unknown and multiple-meaning words by using context clues and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.  
Students will read personal narratives and learn about their characteristics develop setting, problem, and resolution in narratives focus on sequence and craft a conclusion write personal narratives
- Students will explore setting in personal narratives consider personal experiences to inspire their writing understand how authors resolve problems in their personal narrative.
  - Bridge reading and writing through:
  - Spelling words correctly
  - Language & Conventions
    - Adjectives and adverbs
    - Comparative and Superlative Adjectives
    - Commas Dates And Letters
    - Pronouns
    - Reflexive Pronouns

**Extension Activities:**

1. Students will explore problem and resolution by writing their own personal narratives that include all story elements i.e. setting, plot, sequence of events, and apply a conclusion. They will generate ideas using organizers and edit their writing in order to publish their final writing.
2. Create graphic organizers using the various texts to demonstrate understanding the text and use this organizer to answer questions.

**Gifted and Talented:**

1. After reading the text and exploring examples of Antoni Gaudi's work students will have an opportunity to design their own version of his work. Students will create stained glass artwork using multicolored tissue paper, construction paper and contact paper to enhance understanding of Antoni Gaudi's work.
2. Tell students that to become better writers, they will explain ideas with increasing specificity and detail. Have students write sentences about how children can help other children. Ask: How can you help other children? Instruct students to write their answers, using at least one specific detail. To expand this, ask students to write several sentences that explain how they can help others. Tell them to include details that add specificity to their explanations. Then have students exchange explanations and suggest ways to increase the specificity of the writing.

**Unit 5: Our Incredible Earth**

RI.CR.2.1, RL.CR.2.1, RI.CI.2.2, RL.CI.2.2, RI.IT.2.3, RL.IT.2.3, RI.TS.2.4, RL.TS.2.4, RI.PP.2.5, RL.PP.2.5, RL.PP.2.5, RI.MF.2.6, RL.MF.2.6, RI.AA.2.7, RL.CT.2.8, RI.CT.2.8, SL.PE.2.1 A-C, SL.II.2.2, SL.ES.2.3, SL.PI.2.4, SL.UM.2.5, L.RF.2.4 A-C, L.KL.2.1. A-B, L.RF.2.3 A-G, L.RF.2.3 A-G, L.WF.2.1, L.WF.2.2, L.WF.2.3, L.VL.2.2, L.VL.2.2 A-E, L.WF.2.1. A-B, W.IW.2.2, W.WP.2.4, W.WR.2.5., W.SE.2.6, W.RW.2.7, L.WF.2.3.A-E, L.WF.2.2. A-E

**Introducing Landforms****from How Water Shapes the Earth****Where Do They Go in Rain or Snow?****Volcano Wakes Up!****Rocks!****Objectives:**

- Make connections and monitor comprehension of an informational text.
- Compare and contrast important points from two texts and develop new understandings.
- Identify the elements of a play and confirm or adjust predictions.

- Explain the patterns and structures found in a poem and make connections.
- Identify the main idea of an informational text and make inferences.
- Describe and understand characters in a fictional text.
- Explain and use text features to locate details in a text.
- Describe and understand setting and plot in realistic fiction.
- Understand story elements by identifying setting and plot
- Visualize details using the text features.
- Ask and answer questions about the text.
- Make and confirm predictions.
- Describe and understand characters using the information in the text
- Make Inferences based on previous knowledge and the text.
- Determine key ideas and details to support.

Practice fluency in a variety of ways, including choral reading, paired trading, and prepared oral reading

- Work toward appropriate fluency goals by reading with a partner.
- Students will work with a partner and practice rereading the story for expression, accuracy, and appropriate oral reading rate.
- Listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses.
- Develop and sustain foundational language skills: listening, speaking, reading, writing, and thinking-fluency. The student reads grade-level text with fluency and comprehension.
- Perform play that demonstrates understanding of text, language, stage directions, and conversations.
- Phonological Awareness: Students will be able to decode, and recognize words with the following phonics rules, high frequency words while reading decodable texts.
  - Homographs
  - Double consonants
  - Vowel patterns au, aw, augh, al
  - Syllable pattern VCCCV
  - Abbreviations
  - Final stable syllables -le, -tion, and -sion
- Students will develop easy-to-follow instructions using commands
- Bridge reading informational text through:
- Academic Vocabulary-Determine or clarify the meaning of unknown and multiple-meaning words by using context clues and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- Apply writer's craft and conventions of language to develop and write procedural text.
- The writer will create a graphic, a list of materials, and sequential steps.

- Students will publish, celebrate, and assess procedural writing by presenting the final drafts with the class.

Bridge writing informational text through:

- Spelling words correctly
- Language & Conventions
  - Prepositions and Prepositional Phrases
  - Contractions
  - Commas in a Sentence
  - Compound Subjects and Predicates

### **Extension Activities:**

1. Students will include graphic features (photos, drawings, and or diagrams) in their procedural texts that show how graphic features illustrate the instructions readers are supposed to follow, making them easier to understand. They will select a stack text and show its graphics to the class. Explain how the graphics directly relate to instructions. They will pair the graphic with procedural texts from the stack. Students will work together to identify and discuss the graphic features in the texts.
2. Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion. Follow, restate, and give oral instructions that involve a short, related sequence of actions. Students writing will follow, restate, and give oral instructions that involve a short, related sequence of actions.

### **Gifted and Talented:**

1. Complete Project Based Inquiry where students complete the following: Generating questions for inquiry by researching how Earth changes and choose what you think is the most exciting way that Earth changes. Students will engage in productive collaboration, incorporate media, Celebrate and reflect by sharing the final product with the whole class.
2. Students will work to understand new texts. Have students look at the infographic on pp. 628-629 and discuss how the information they learned there helped prepare them to read and understand Rocks! Tell students that before they compare texts, they can summarize, or retell, each text. Guide them in summarizing the infographic on pp. 628-629. Have students work in small groups to discuss how the rock on Mount Rushmore was formed and sculpted. Have each group write a few short sentences summarizing its discussion. Direct individuals to summarize the key ideas in the infographic and then write these summaries on notebook paper.

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>	x	Holocaust Law: <i>N.J.S.A. 18A:35-28</i>	x	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>
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