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| Grade, Subject/Course: Second Grade English Language Arts w/ Integrated Social Studies | | |
| Unit: Skills 1 | <input checked="" type="checkbox"/> Essential | <input type="checkbox"/> Important |
| Big Idea: This skills unit focuses on reviewing various spellings with an emphasis on consonant sounds, one- and two-syllable words, and high frequency Tricky Words. | | |
| PA Core Content Standards/Anchors (or National Standards): | | |
| <p>CC.1.1.2.D: Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Decode two-syllable words with long vowels and words with common prefixes and suffixes. Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. Read grade appropriate irregularly spelled words.</p> <p>CC.1.1.2.E: Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self- correct word recognition and understanding, rereading as necessary.</p> <p>CC.1.3.2.A: Recount stories and determine their central message, lesson, or moral.</p> <p>CC.1.3.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.1.3.2.C: Describe how characters in a story respond to major events and challenges.</p> <p>CC.1.3.2.D: Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>CC.1.3.2.E: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>CC.1.3.2.G: Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p> <p>CC.1.3.2.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.</p> <p>CC.1.3.2.J: Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>CC.1.3.2.K: Read and comprehend literature on grade level, reading independently and proficiently.</p> <p>CC.1.4.2.M: Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.2.N: Establish a situation and introduce a narrator and/or characters.</p> <p>CC.1.4.2.O: Include thoughts and feelings to describe experiences and events to show the response of characters to situations.</p> <p>CC.1.4.2.P: Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.</p> <p>CC.1.4.2.Q: Choose words and phrases for effect</p> <p>CC.1.4.2.R: Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize proper nouns. Use commas and apostrophes appropriately. Spell words drawing on common spelling patterns. Consult reference material as needed.</p> <p>CC.1.4.2.T: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>CC.1.4.2.U: With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.</p> <p>CC.1.4.2.W: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>CC.1.4.2.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.</p> | | |
| Essential Questions: | Understandings: | |
| <ul style="list-style-type: none"> Why do we have/need rules of language? | Students will understand... | |

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| | <ul style="list-style-type: none"> • The stories in the Reader <i>The Cat Bandit</i>, tell of the adventures of a hungry cat and the increasingly clever ways he gets food items seemingly out of his reach. • The stories are 100% decodable, based on previous CKLA instruction and quick G2 review • Students answer comprehension questions orally and/or in writing after reading each story. |
| <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Phonics and Word Recognition | <p><u>Do/Skills:</u> Students will be able to...</p> <ul style="list-style-type: none"> • Review letter-sound correspondences • Read and write words with short vowel sounds • Read and spell Tricky Words from G1 • Read and write two-syllable words • Read and spell words with suffixes - ing, -ed • Read, write and pronounce words with past tense suffix -ed pronounced three different ways • Spell grade-level words correctly • Write sentences with correct capitalization and punctuation |
| <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • See <i>The Cat Bandit</i> CKLA decodable text | <p><u>Core Resources:</u></p> <ul style="list-style-type: none"> • CKLA Decodable Text: <i>The Cat Bandit</i> • CKLA Skills 1 Workbook |
| <p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> • CKLA Skills Assessments | <p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none"> • Spelling trees • Sound Wall • Individual Code Chart |

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| Grade, Subject/Course: Second Grade English Language Arts w/ Integrated Science & Social Studies | |
| Unit: Skills 2 | <input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact |
| <p>Big Idea: This skills unit focuses on various spellings with an emphasis on vowel sounds. Students read one- and two-syllable words, as well as contractions. They practice with a number of high-frequency Tricky Words. They learn about the use of quotation marks and begin instruction in the writing process, writing narratives and opinions.</p> | |
| <p>PA Core Content Standards/Anchors (or National Standards):</p> <p>CC.1.1.2.D: Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Decode two-syllable words with long vowels and words with common prefixes and suffixes. Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. Read grade appropriate irregularly spelled words.</p> <p>CC.1.1.2.E: Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self- correct word recognition and understanding, rereading as necessary.</p> <p>CC.1.3.2.A: Recount stories and determine their central message, lesson, or moral.</p> <p>CC.1.3.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.1.3.2.C: Describe how characters in a story respond to major events and challenges.</p> <p>CC.1.3.2.D: Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>CC.1.3.2.E: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>CC.1.3.2.G: Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p> <p>CC.1.3.2.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.</p> <p>CC.1.3.2.J: Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>CC.1.3.2.K: Read and comprehend literature on grade level, reading independently and proficiently.</p> <p>CC.1.4.2.G: Write opinion pieces on familiar topics or texts.</p> <p>CC.1.4.2.H: Identify the topic and state an opinion.</p> <p>CC.1.4.2.I: Support the opinion with reasons that include details connected to the opinion.</p> <p>CC.1.4.2.J: Create an organizational structure that includes reasons and includes a concluding statement.</p> <p>CC.1.4.2.K: Use a variety of words and phrases to appeal to the audience.</p> <p>CC.1.4.2.L: Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize proper nouns. Use commas and apostrophes appropriately. Spell words drawing on common spelling patterns. Consult reference material as needed.</p> <p>CC.1.4.2.T: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>CC.1.4.2.U: With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.</p> <p>CC.1.4.2.W: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>CC.1.4.2.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.</p> | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> Why do we have/need rules of language? | <p>Understandings:</p> <p>Students will understand...</p> |

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| | <ul style="list-style-type: none"> • The Reader for this unit is <i>Bedtime Tales</i>. In it, a father shares bedtime stories with his son and daughter. This Reader explores two fiction genres: fables and trickster stories. • Close reading lessons are introduced in this unit using chapters from the Reader. • Students answer comprehension questions orally and/or in writing after reading each story. |
| <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Phonics and Word Recognition | <p><u>Do/Skills:</u> Students will be able to...</p> <ul style="list-style-type: none"> • Review letter-sound correspondences • Read one and two-syllable words with short and long vowels, including vowels with spelling alternatives • Read contractions and identify their non-contracted equivalents • Read and spell high-frequency Tricky Words • Spell grade-level words correctly • Use quotation marks in writing • Use the writing process to compose a narrative |
| <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • See <i>Bedtime Tales</i> decodable text | <p><u>Core Resources:</u></p> <ul style="list-style-type: none"> • CKLA Decodable Text: <i>Bedtime Tales</i> • CKLA Skills 2 Workbook |
| <p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> • CKLA Skills Assessments | <p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none"> • Spelling trees, sound wall, individual code chart |

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| Grade, Subject/Course: Second Grade English Language Arts w/ Integrated Science & Social Studies | |
| Unit: Skills 3 | <input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact |
| <p>Big Idea: This skills unit introduces spelling alternatives for vowel sounds, as well as various tricky spellings (spellings that can stand for more than one sound). Students practice writing a personal narrative. Grammar instruction focuses on capitalization, quotation marks, ending punctuation, and common and proper nouns. Students are also introduced to antonyms and synonyms.</p> | |
| <p>PA Core Content Standards/Anchors (or National Standards): CC.1.1.2.D: Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Decode two-syllable words with long vowels and words with common prefixes and suffixes. Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. Read grade appropriate irregularly spelled words.</p> <p>CC.1.1.2.E: Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self- correct word recognition and understanding, rereading as necessary.</p> <p>CC.1.3.2.A: Recount stories and determine their central message, lesson, or moral.</p> <p>CC.1.3.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.1.3.2.C: Describe how characters in a story respond to major events and challenges.</p> <p>CC.1.3.2.D: Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>CC.1.3.2.E: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>CC.1.3.2.G: Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p> <p>CC.1.3.2.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.</p> <p>CC.1.3.2.J: Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>CC.1.3.2.K: Read and comprehend literature on grade level, reading independently and proficiently.</p> <p>CC.1.4.2.L: Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize proper nouns. Use commas and apostrophes appropriately. Spell words drawing on common spelling patterns. Consult reference material as needed.</p> <p>CC.1.4.2.T: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>CC.1.4.2.W: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>CC.1.4.2.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.</p> | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> Why do we have/need rules of language? | <p>Understandings:</p> <p>Students will understand...</p> <ul style="list-style-type: none"> The Reader for this unit is Kids Excel. This fictional Reader consists of profiles of kids who excel at various activities— spelling, swimming, playing soccer, jumping rope, splashing, math, rock skipping. Each profile progresses across several selections. Close reading lessons in this unit use chapters from the Reader. Students answer comprehension questions orally and/or in writing after reading each story. |

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| <p><u>Knowledge:</u></p> <ul style="list-style-type: none">• Phonics and Word Recognition | <p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none">• Review letter-sound correspondences• Read words with short and long vowels, including vowels with spelling alternatives• Read and write words with Tricky Spellings• Read and spell high-frequency Tricky Words• Use capitalization, quotation marks, and ending punctuation correctly• Identify and use common and proper nouns, antonyms, synonyms, and verbs |
| <p><u>Vocabulary:</u></p> <ul style="list-style-type: none">• See <i>Kids Excel</i> decodable text | <p><u>Core Resources:</u></p> <ul style="list-style-type: none">• CKLA Decodable Text: <i>Kids Excel</i>• CKLA Skills 3 Workbook |
| <p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none">• CKLA Skills Assessments | <p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none">• Spelling trees, sound wall, individual code chart |

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| Grade, Subject/Course: Second Grade English Language Arts w/ Integrated Science & Social Studies | |
| Unit: Skills 4 | <input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact |
| <p>Big Idea: This skills unit, the students are introduced to more spelling alternatives for vowel sounds, as well as three tricky spellings. Students practice persuasive writing as part of a friendly letter. In grammar, students review singular and regular plural nouns, as well as common and proper nouns. They are introduced to the formation of irregular plural nouns, as well as action verbs and to be verbs.</p> | |
| <p>PA Core Content Standards/Anchors (or National Standards): CC.1.1.2.D: Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Decode two-syllable words with long vowels and words with common prefixes and suffixes. Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. Read grade appropriate irregularly spelled words.</p> <p>CC.1.1.2.E: Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self- correct word recognition and understanding, rereading as necessary.</p> <p>CC.1.3.2.A: Recount stories and determine their central message, lesson, or moral.</p> <p>CC.1.3.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.1.3.2.C: Describe how characters in a story respond to major events and challenges.</p> <p>CC.1.3.2.D: Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>CC.1.3.2.E: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>CC.1.3.2.G: Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p> <p>CC.1.3.2.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.</p> <p>CC.1.3.2.J: Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>CC.1.3.2.K: Read and comprehend literature on grade level, reading independently and proficiently.</p> <p>CC.1.4.2.L: Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize proper nouns. Use commas and apostrophes appropriately. Spell words drawing on common spelling patterns. Consult reference material as needed.</p> <p>CC.1.4.2.T: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>CC.1.4.2.W: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>CC.1.4.2.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.</p> | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> • Why do we have/need rules of language? | <p>Understandings:</p> <p>Students will understand...</p> <ul style="list-style-type: none"> • The Job Hunt is a fictional Reader that describes a nineteen-year-old girl’s search for a job in New York City with the help of her younger brother. The Introduction contains information about New York City, including a map. • Close reading lessons in this unit use chapters from the Reader. • Students answer comprehension questions orally and/or in writing after reading each story |

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| <p><u>Knowledge:</u></p> <ul style="list-style-type: none">• Phonics and Word Recognition | <p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none">• Read words and write words with alternative vowel spellings• Use capitalization, quotation marks, and ending punctuation correctly• Identify and use irregular plural nouns• Use apostrophes to show possession• Use titles such as Mr., Mrs., and other proper nouns• Use past and present tense of the verb to be• Use the writing process to compose a persuasive letter |
| <p><u>Vocabulary:</u></p> <ul style="list-style-type: none">• See <i>The Job Hunt</i> decodable text | <p><u>Core Resources:</u></p> <ul style="list-style-type: none">• CKLA Decodable Text: <i>The Job Hunt</i>• CKLA Skills 4 Workbook |
| <p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none">• CKLA Skills Assessments | <p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none">• Spelling trees, sound wall, individual code chart |

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| Grade, Subject/Course: Second Grade English Language Arts w/ Integrated Science & Social Studies | |
| Unit: Skills 5 | <input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact |
| <p>Big Idea: This skills unit focuses on spelling alternatives for vowel sounds and the schwa sound. Students practice chunking phonemes as a means of reading multisyllabic words. They review grammar skills and learn about adjectives, as well as how to identify the subject and predicate in a complete sentence. Additionally, students continue to practice narrative writing by rewriting an ending to a story from their Student Reader.</p> | |
| <p>PA Core Content Standards/Anchors (or National Standards): CC.1.1.2.D: Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Decode two-syllable words with long vowels and words with common prefixes and suffixes. Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. Read grade appropriate irregularly spelled words.</p> <p>CC.1.1.2.E: Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self- correct word recognition and understanding, rereading as necessary.</p> <p>CC.1.3.2.A: Recount stories and determine their central message, lesson, or moral.</p> <p>CC.1.3.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.1.3.2.C: Describe how characters in a story respond to major events and challenges.</p> <p>CC.1.3.2.D: Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p> <p>CC.1.3.2.E: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>CC.1.3.2.G: Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p> <p>CC.1.3.2.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.</p> <p>CC.1.3.2.J: Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>CC.1.3.2.K: Read and comprehend literature on grade level, reading independently and proficiently.</p> <p>CC.1.4.2.L: Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize proper nouns. Use commas and apostrophes appropriately. Spell words drawing on common spelling patterns. Consult reference material as needed.</p> <p>CC.1.4.2.T: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>CC.1.4.2.W: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>CC.1.4.2.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.</p> | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> Why do we have/need rules of language? | <p>Understandings:</p> <p>Students will understand...</p> <ul style="list-style-type: none"> Sir Gus is a fictional Reader detailing the serendipitous undertakings of Sir Gus, one of King Alfred’s knights. Despite his title as “Sir Gus the Fearless,” Sir Gus actually has many different fears. Sir Gus has to face a thief, a troll, pirates, an evil wizard, and an enemy king. Close reading lessons in this unit use chapters from the Reader. Students answer comprehension questions orally and/or in writing after reading each story. |

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| <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Phonics and Word Recognition | <p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> • Read words and write words with alternative vowel spellings • Alphabetize words • Read and write words with /ə/ (schwa) sounds • Identify the subject and predicate in sentences • Understand and use adjectives in sentences • Use correct capitalization, punctuation, and grammar in writing |
| <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • See <i>Sir Gus</i> decodable text | <p><u>Core Resources:</u></p> <ul style="list-style-type: none"> • CKLA Decodable Text: <i>Sir Gus</i> • CKLA Skills 5 Workbook |
| <p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> • CKLA Skills Assessments | <p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none"> • Spelling trees, sound wall, individual code chart |

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| Grade, Subject/Course: Second Grade English Language Arts w/ Integrated Science & Social Studies | |
| Unit: Skills 6 | <input checked="" type="checkbox"/> Essential <input type="checkbox"/> Important <input type="checkbox"/> Compact |
| <p>Big Idea: This skills unit introduces several new spelling alternatives for vowel and consonant sounds. Students review grammar skills and learn about adverbs. They also learn to distinguish complete from incomplete sentences, as well as how to identify and correct run-on sentences. Students are introduced to expository or report writing. Students are administered a cumulative End-of-Year assessment, the results of which can be shared with Grade 3 teachers via the End-of-Year Summary sheet.</p> | |
| <p>PA Core Content Standards/Anchors (or National Standards): CC.1.1.2.D: Know and apply grade-level phonics and word analysis skills in decoding words. Distinguish long and short vowels when reading regularly spelled one-syllable words. Decode two-syllable words with long vowels and words with common prefixes and suffixes. Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. Read grade appropriate irregularly spelled words.</p> <p>CC.1.1.2.E: Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self- correct word recognition and understanding, rereading as necessary.</p> <p>CC.1.2.2.A: Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>CC.1.2.2.E: Use various text features and search tools to locate key facts or information in a text efficiently.</p> <p>CC.1.2.2.F: Determine the meaning of words and phrases as they are used in grade- level text including multiple-meaning words.</p> <p>CC.1.2.2.G: Explain how graphic representations contribute to and clarify a text.</p> <p>CC.1.2.2.H: Describe how reasons support specific points the author makes in a text.</p> <p>CC.1.2.2.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.3.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.1.4.2.A: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CC.1.4.2.B: Identify and introduce the topic.</p> <p>CC.1.4.2.C: Develop the topic with facts and/or definitions</p> <p>CC.1.4.2.D: Group information and provide a concluding statement or section.</p> <p>CC.1.4.2.E: Choose words and phrases for effect.</p> <p>CC.1.4.2.F: Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize proper nouns. Use commas and apostrophes appropriately. Spell words drawing on common spelling patterns. Consult reference material as needed.</p> <p>CC.1.4.2.T: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>CC.1.4.2.U: With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.</p> <p>CC.1.4.2.W: Recall information from experiences or gather information from provided sources to answer a question.</p> <p>CC.1.4.2.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.</p> | |
| <p>Essential Questions:</p> <ul style="list-style-type: none"> Why do we have/need rules of language? | <p>Understandings:</p> <p>Students will understand...</p> <ul style="list-style-type: none"> The letter-sound correspondences taught in CKLA up to this point represent most of the important letter-sound correspondences needed to read English writing. |

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| | <ul style="list-style-type: none"> • The Reader for this unit is <i>The War of 1812</i> and covers topics included in G2 Domain 5 of the Knowledge Strand. • Students answer comprehension questions orally and/or in writing after reading each story. |
| <p><u>Knowledge:</u></p> <ul style="list-style-type: none"> • Phonics and Word Recognition | <p><u>Do/Skills:</u></p> <p>Students will be able to...</p> <ul style="list-style-type: none"> • Read words and write words with Tricky and alternative vowel and consonant spellings • Alphabetize to the second letter • Identify and use adverbs • Identify complete and incomplete sentences • Correct run-on sentences • Use correct capitalization, punctuation, and grammar in writing • Take notes from the text • Use the writing process to write a multi-paragraph report |
| <p><u>Vocabulary:</u></p> <ul style="list-style-type: none"> • See <i>The War of 1812</i> decodable text | <p><u>Core Resources:</u></p> <ul style="list-style-type: none"> • CKLA Decodable Text: <i>The War of 1812</i> • CKLA Skills 6 Workbook |
| <p><u>Common Assessment(s):</u></p> <ul style="list-style-type: none"> • CKLA Skills Assessments | <p><u>Supplemental Resources:</u></p> <ul style="list-style-type: none"> • Spelling trees, sound wall, individual code chart |