Wall Township Public Schools	Board Approval Date: 8/20/24

Grade 2 ELA

This course will establish a literature-rich climate as word recognition; decoding, phonological awareness, sight word recognition is weaved with language comprehension; vocabulary, background knowledge, language, literature, and verbal reasoning to foster Reading and Writing NJ Standards. Teachers will use complex, authentic texts to engage students in opportunities to practice close reading strategies and meaningful writing opportunities across a variety of genres and formats. Instruction should take place in the form of whole group mini-lessons, small group mini-lessons, and guided reading/writing groups in order to meet the needs of all learners.

Course Sequence & Pacing

Unit Title	MP/Weeks
Unit 1: Getting Along with Others Throughout this unit, students will practice reading short vowels, beginning and ending digraphs and beginning and ending blends. As students read each week, they will answer specific questions such as who, what, when ,why, and how so that they can demonstrate their understanding of finding the main topic and key details of a text. Students will practice using a dictionary, a glossary, compound words, prefixes, and root words. In addition, students will use context clues to understand the meaning of new words. Students will practice writing a paragraph while writing informative/explanatory texts to examine a topic and convey ideas and information clearly.	Weeks 1-6 30 days
Unit 2: Making Art Throughout this unit, students will practice reading long vowels, soft c and g, beginning blends, and previously learned phonics skills. As students read each week they will answer specific questions such as who, what, where, when, why and how to demonstrate their understanding of key details in a story. Students will also determine the central message or theme. Students will practice using a dictionary to check spelling, make real-life connections for clearer meaning, and understand shades of meaning to support them as both readers and writers. In addition, students will compare formal and informal uses of English. Students will practice using adjectives and adverbs to support them in using descriptive words in their writing. Students will practice writing a narrative in a paragraph to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Weeks 7 - 12 30 days
Unit 3: What's That Habitat? Throughout this unit, students will practice reading long vowels, silent letters, r-controlled vowel ar, and previously learned phonics skills. As students read each week they will use context clues to figure out the meaning of unfamiliar words and phrases in texts that are relevant to Grade 2 topics. Students will also identify text features as well as the author's purpose. Students will practice using nouns, plural nouns, collective nouns, possessive nouns, reflexive nouns, as	Weeks 13-18 30 days

well as pronouns. Students will practice writing opinion pieces in a paragraph on topics or texts, supporting a point of view with reasons.	
Unit 4: It's on the Map! Throughout this unit, students will practice reading r-controlled vowels, diphthongs, and previously learned phonics skills. As students read each week, they are introduced to literary elements and point of view.. They will also deepen their understanding of story structure. Students will practice using verbs, past tense of irregular verbs, adjectives, and adverbs, as well as writing complete sentences. Students will practice writing a narrative in the form of a diary to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Weeks 19-24 30 days
Unit 5: Tell Me About It Throughout this unit, students will practice diphthongs, variant vowels, short vowel digraphs, and previously learned phonics skills. As students read each week, they explain how images such as diagrams contribute to and clarify texts. They understand how visual features and words work together to show and describe information. Students will also compare and contrast the most important points in two texts on the same topic. Students will practice using simple and compound sentences. In addition, students will practice using capitalization in holidays, product names, and geographic names, and punctuate greetings and closings of letters. Students will practice writing to inform in a lab report while writing informative/explanatory texts to examine a topic and convey ideas and information clearly.	Weeks 25-30 30 days
Unit 6: Land and Water Students will practice reading syllable patterns, including closed and open syllables, final e syllables, r-controlled vowel syllables, final stable syllables, vowel team syllables, and previously learned phonics skills. As students read each week, they use information from illustrations and text to show their understanding of a story's characters, setting, or plot. Students compare and contrast two or more versions of the same story by different authors or from different cultures. Students will practice using contractions and spelling patterns to support them in writing words accurately. Students will write opinion pieces in the form of a letter on topics or texts, supporting a point of view with reasons.	Week 31-36 30 days

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:
Holocaust and genocides (N.J.S.A. 18A:35-28) History and contributions of African-Americans (Amistad Law) (N.J.S.A. 18A:35-4.43) Highlight and promote diversity and inclusion (Diversity & Inclusion Law) (N.J.S.A. 18A:35-4.36a) Climate Change - Please click here for specific examples (by subject)

Unit 1: Getting Along with Others

Stage 1: Desired Results

Unit 1: Getting Along with Others

Unit Summary: Throughout this unit, students will practice reading short vowels, beginning and ending digraphs and beginning and ending blends. As students read each week, they will answer specific questions such as who, what, when ,why, and how so that they can demonstrate their understanding of finding the main topic and key details of a text. Students will practice using a dictionary, a glossary, compound words, prefixes, as well as context clues to understand the meaning of new words. Students will practice writing to inform through paragraph writing while learning to write informative/ explanatory texts to examine a topic and convey ideas and information clearly.

Unit 1 Learning Targets

NJSLS ELA Grade 2 - 2023

Progress Indicators for Reading Informational Text (Focus Standards for Unit in Bold)

Reading - Key Ideas and Details:

- **RI.CR.2.1 Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.**
- **RI.CI.2.2 Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific**
- **paragraphs).**
- **RI.IT.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.**

Reading

RI.TS.2.4 Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

- RI.PP.2.5 Identify the main purpose of a text, including what the author seeks to explore, answer,explain, or describe.
- RI.MF.2.6 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text
- RI.AA.2.7 Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- RI.CT.2.8 Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

Writing:

- W.SE.3.6 Use discussions, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
- 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.
- W.RW.2.7 Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
- W.IW.2.2 Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

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.

Progress Indicators for Reading Foundational Skills Phonics and Word Recognition:

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

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 the high-frequency words that are regular and that parts are irregular.

Fluency:

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

Language (Spelling):

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

Vocabulary Acquisition and Use (Language Lessons # 18-23)

- 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.
  A. Use sentence-level context as a clue to the meaning of a word or phrase.
  B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
  C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
  D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
  E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Speaking and Listening:

- SL.PE.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
  A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  B. Build on others' talk in conversations by linking their explicit comments to the remarks of others
  C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.II.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.ES.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.PI.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.UM.2.5 Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.5.CI.2 Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- 9.4.2.DC.7 Describe actions peers can take to positively impact climate change.

Computer Science & Design Thinking (*CS & DT***):**

- 8.1.5.IC.1 Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2 Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Interdisciplinary Connections:

- 6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.Geo.PP.1 Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate, and weather, resource availability).

Learning Targets

Unit Essential Questions:

- What is something you can do to show others that you care?
- How do you feel when someone helps you solve a problem?
- How does learning the main topic and key details of a text help me to understand what I read?
- What is informational writing?
- What is my purpose for writing an informational text?

Unit Enduring Understandings:

- Readers develop a better understanding when they ask and answer questions about key details, find the main topic, and make connections between historical events and scientific ideas in a text.
- Informational writing examines a topic and conveys ideas and information clearly.
- Informational/Explanatory writing has a beginning that introduces the topic, a middle that tells facts and details about the topic, and an end that sums up all of the information.

Content-Students will know:

For reference: Magnetic Reading Foundations Volume 1 Page A34-A35

Phonics:

- **Week One**: Short vowels, review double final consonants, digraph -ck
- **Week Two**: Digraphs: ch-, sh-, th-, wh-
- **Week Three**: Digraphs: -ch, -tch, -sh, -th, -ng
- **Week Four:**
  - Beginning r-blends: br-, cr-, dr-, fr-, gr, tr-
  - Beginning l-blends: bl-, cl-, fl-, gl-, pl-
  - Beginning s-blends: sc-, sk, sl-, sm-, sn-, sp-, st-, sw-
- **Week Five:** Ending blends: -nt, -mp, -sk, -st, -nd

Unit Words: care, helpful, problem, thank

Skills-Students will be able to:

Foundations

- Use decoding skills to practice reading and writing.
  - Beginning digraphs including ch-, sh-, th-, and wh-.
  - Ending digraphs including -sh,-th,-ch, -tch, and -ng.
  - Beginning blends including l-blends, r-blends, s-blends.
  - Ending blends including -sk, -st, -nt, -nd, -mp.

Language

- Use context clues
- Use compound words
- Use a dictionary
- Use a glossary
- Recognise and use prefixes

Super Words:

- **Week One**: do, that, the, to, you
- **Week Two**: her, of, see, their, they, what,
- **Week Three**: are, each from, like, make, was
- **Week Four:** be, he, place, she, there, we
- **Week Five:** first, for, go, into, or, so

Comprehension:

- Ask and Answer Questions About Key Details
- Finding the Main Topic
- Describing Connections Between Historical Events
- Describing Connections Between Scientific Ideas
- Describing Connections Between Steps

Writing:

- Informational writing examines a topic and conveys ideas and information clearly.
- The author of a piece of informational writing states the topic, and then provides facts and details about the topic.
- The author explains how something works or what something is.
- The topic is about real people, places, or things.
- Examples of Informational Writing:
    - Magazines, News Articles, Reports, Textbook Articles, Instructions

- Recognise and use root words

Reading

- Ask and answer questions about what they read.
- Find the main topic of a text
- Find the focus of a paragraph
- Tell how one event in history leads to others
- Find ways that science ideas go together
- Follow steps in directions

Writing

- Introduce a topic.
- Use facts and definitions to develop points.
- Provide -a concluding statement or section.

Stage 2: Evidence of Student Learning

Summative Assessments: Unit 1 Check - Ready Reading, Unit 1 Assessment - Magnetic Reading

Formative Assessments: Weekly Assessment - Magnetic Reader, Practice by Myself - Ready Reading Activities

Common Benchmark Assessments: iReady EOY, DIBELS 8, Unit Assessment Tracker (Magnetic Reader)

Alternative Assessments: Extension Activities - Teacher Toolbox, Standards Mastery -iReady, Literacy Tasks - iReady, Fluency Passage Assessments

Stage 3: Core Instructional Plan & Resources

Skill:

Week 1 Foundations (Phonics):

- Decode and encode words with short vowels

Learning Module Week 1 (Student Week 1)

- Match Vowel Letters and Short Sounds
- Irregular High-Frequency Words with Elkonin Boxes

• Review double final consonants, digraphs -ck • Word analysis: Plurals with -s • Read and write high frequency words • Fluency: Read with appropriate phrasing **Week 2 Foundations (Phonics):** • Decode and encode beginning digraphs: ch-, sh-, th-, wh- • Word Analysis: Compound words • Read and write high frequency words • Fluency: Practice intonation and inflection **Week 3 Foundations (Phonics):** • Decode and encode ending digraphs: -ch, -tch, -sh, -th, -ng • Word Analysis: closed syllable patterns • Read and write high frequency words • Fluency: Practice accuracy **Week 4 Foundations (Phonics):** • Decode and encode beginning blends • Word Analysis: inflectional endings- -ed, -ing (no spelling changes) • Read and write high frequency words • Fluency: Practice expression **Week 5 Foundations (Phonics):** • Decode and encode ending blends: -nt, -mp, -sk, -st, -nd • Word Analysis: inflectional endings -s, -es (no spelling changes) • Read and write high frequency words • Fluency: Practice rate and pacing **Week 1 Reading:** • Show understanding of a text by asking and answering questions. • Refer to key details to support the answers to questions formulated about the text. **Week 2 Reading:** • Identify the main topic of a text. • Identify the focus of specific paragraphs within a text.	• Words with Final Digraph -ck or Double Consonants • Key Idea and Details • Use Context to Find Word Meaning • Grade 2 Phonological Awareness Instructional Guide **Learning Module Week 2 (Student Week 2)** • Words with Initial Consonant Digraphs • Decode Compound Words • Irregular High Frequency Words with Elkonin Boxes • Use Multiple Strategies to Figure Out Word Meanings • Main Idea and Key Details • Grade 2 Phonological Awareness Instructional Guide **Learning Module Week 3 (Student Week 3)** • Words with Final Consonant Digraphs • Irregular High-Frequency Words with Elkonin Boxes • Use Words that Show Relationships in Time and Space • Understand Base Words • Sequence of Events • Grade 2 Phonological Awareness Instructional Guide **Learning Module Week 4 (Student Week 4)** • Inflectional Endings Without Spelling Changes • Words with Initial l, r Blends • Words with Initial s Blends • Irregular High Frequency Words with Elkonin Boxes • Cause and Effect • Make Connections to Words • Shades of Meaning • Grade 2 Phonological Awareness Instructional Guide **Learning Module Week 5 (Cumulative Review)** • Inflectional Endings Without Spelling Changes • Words with Initial l, r Blends • Words with Initial s Blends • Irregular High Frequency Words with Elkonin Boxes • Sequence of Events • Prefixes pre-, un-, re- • Suffixes -er, -est, and ness

Week 3 Reading:

- Use time signal words to describe the order of historical events in a text.
- Explain how one historical event can cause another event in a text.

Week 4 Reading:

- Describe the connection between ideas of concepts presented in a scientific text.
- Explain how things work and why things change in a scientific text.

Week 5 Reading:

- Explain the procedures described in technical text.
- Describe the sequential and cause/effect connections between steps in a procedure in a technical text.

Lesson 1 Writing (Ready Reading Lesson 3-5)

- Write a paragraph telling about two resources that the Powhatan people used.

- Grade 2 Phonological Awareness Instructional Guide

Learning Module Week 6 (Student Week 5)

- Inflectional Endings Without Spelling Changes
- Irregular High-Frequency Words with Elkonin Boxes
- Words with Final Consonant Blends
- Sequence of Events
- Prefixes pre-, un-, re-
- Suffixes -er, -est, and -ness
- Grade 2 Phonological Awareness Instructional Guide
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Resources:

Magnetic Reading Foundations for Grades K-2 Resource Selector Tool
Word banks (ex. word wall with unit themed sight words)
Anchor Charts
Ready Reading Teacher Manual and Teacher Toolbox
Ready Writing Teacher Manual
i-Ready Teacher Manual and Teacher Toolbox
Student Journals for Ready Reading, Magnetic Reading, Ready Writing
Word Building Cards, Sound Spelling and Articulation Cards
Super Word Cards

Elementary District Purchased Digital Student Resources:

- iReady
- See Saw

Magnetic Readers Library Printable Readers p. 1-99

- Week 1: Caring About Others; *Helpful Pals*, by Susan Hodges
- Week 2: Celebrating Others; *On the Playground*, by Mary Sue O´Grady
- Week 3: Being Responsible; *The Rock with Dots*, by Judie Offerdahl

- Week 4: Asking for Help; *King of the Frogs*, by Margaret Fetty
- Week 5: Being Thankful; *Thank You!*, by Julie Garstecki

Recommended Read Aloud Books: Unit 1 Getting Along with Others

- *Alice & Gert*, by Helaine Becker
- *Two Mutch Sisters*, by Carol Brendler
- *Mouse Island*, by Eve Bunting
- *Mango, Abuela, and Me*, by Meg Medina

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Suggested Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Follow All IEP Modifications
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction- Guided Reading and Guided Writing
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions

Specific Strategies and Practices that Support English Language Learners:

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)

- Picture Directions

Students At Risk of Failure:

- Provide Peer Tutoring
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a “buddy”
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction

Students with 504 Plans:

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

- Follow All 504 Modifications
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction- Guided Reading and Guided Writing
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

Specific Strategies and Practices that Support Gifted & Talented Students:

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Encourage Upper Level Intellectual Behavior Based On Bloom’s Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, alternatives and choices to differentiate and broaden the curriculum
- Teach Cognitive and Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words
- Ask Higher Order Thinking Questions

Unit 2: Making Art

Stage 1: Desired Results

Unit 2: Making Art

Unit Summary: Throughout this unit, students will practice reading long vowels, soft c and g, beginning blends, and previously learned phonics skills. As students read each week they will answer specific questions such as who, what, where, when, why and how to demonstrate their understanding of key details in a story. Students will also determine the central message or theme. Students will practice using a dictionary to check spelling, make real-life connections for clearer meaning, and understand shades of meaning to support them as both readers and writers. In addition, students will compare formal and informal uses of English. Students will practice using adjectives and adverbs to describe to make their writing ideas clear and interesting. Students will practice writing a narrative in a paragraph to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Unit 2 Learning Targets

NJSLS ELA Grade 2 - 2023

Progress Indicators for Reading Literary Texts (Focus Standards for Unit in Bold)

Reading

- ***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.***
- ***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).***
- ***RL.IT.2.3 Describe how characters in a story respond to major events and challenges using key details within a text.***
- 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.
- 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.
- 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.
- RL.CT.2.8. Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures.

Writing:

- W.SE.3.6 Use discussions, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
- 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.
- W.RW.2.7 Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames.
- 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.

Progress Indicators for Reading Foundational Skills 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.
  - *F.* Read high-frequency and grade-level irregular words with automaticity (e.g. friend, other, would)
  - *G.* Identify the parts of the high-frequency words that are regular and that parts are irregular.
- L.RF.1.3.D Distinguish long and short vowels when reading regularly spelled one-syllable words.

Fluency:

- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
- Read grade-level text with purpose and understanding.
- Read grade-level text orally with accuracy, appropriate rate, and expression.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language (Spelling):

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

Vocabulary Acquisition and Use (Language Lessons # 16-17, 24-25):

- 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.KL.2.1.B Compare formal and informal uses of English.
- L.VL.2.2.E Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.VI.2.3 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
  - B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

Speaking and Listening:

- SL.PE.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
  - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others
  - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.II.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.ES.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.PI.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.UM.2.5 Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

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

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.5.CI.2 Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- 9.4.2.DC.7 Describe actions peers can take to positively impact climate change.

Computer Science & Design Thinking ***(****CS & DT****)*:

- 8.1.5.IC.1 Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2 Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Interdisciplinary Connections:

- 6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.Geo.PP.1 Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate, and weather, resource availability).

Learning Targets

Unit Essential Questions:

- Where do you see art?
- Do you like to create art? If so, what do you use to create your art?
- How do readers use strategies to comprehend various texts?
- What is narrative writing?

Unit Enduring Understandings:

- Readers develop a better understanding when they ask and answer questions about stories, recount stories, determine the central message or theme, and describe connections between steps.
- Narrative writing develops real or imagined experiences or events.
- Narrative writing recounts a well- elaborated event or short sequence of events, including details to describe actions, thoughts and feelings. Narrative writers use temporal words to signal event order and provide a sense of closure.

Content-Students will know:

For reference: Magnetic Reading Foundations Volume 1 Page A34-A35

Phonics:

- **Week Six**:
  - Final e: a_e, i_e, o_e, u_e, e_e
  - Short and long vowels
- **Week Seven**: Soft c, g
- **Week Eight**: Three letter blends: str-, spl-, spr-, scr-, thr-, shr-
- **Week Nine:** Long a: a, ai, ay, ea, eigh, ey
- **Week Ten:** Long e: e, ee, ea, ie, y, ey

Unit Words: art, artist, light, paint

Skills-Students will be able to:

Foundations

- Use decoding skills to practice reading and writing.
  - Long vowels with the final e including; a_e, e_e, i_e, o_e, and u_e
  - Soft c and soft g
  - Beginning three-blends including; str-, spl-, spr-, scr-, shr-, and thr-
  - Long a: /a/, /ai/, /ay/, /ea/, /eigh/, and /ey/
  - Long e: /e/, /ee/, /y/, /ea/, /ie/, and /ey/

Language

Super Words:

- **Week Six**: by, down, my, said
- **Week Seven**: come, large, once, some
- **Week Eight**: could, have, through, would
- **Week Nine:** about, always, out, were
- **Week Ten:** most, too, very, who

Comprehension:

- Ask and answer questions about stories
- Recount a story by telling the key events in order
- Determiner the central message or theme
- Describing how characters respond to major events and challenges

Writing:

- Narrative writing develops real or imagined experiences or events.
- The author of a narrative piece uses characters such as people or plants, animals, and objects that behave like people.
- The author of a narrative piece also uses setting, descriptive details, and a clear event sequence.
- Examples of Narrative Writing:
    - Stories, Historical Fiction, Folktales, Fairy Tales

- Use a dictionary to check spelling
- Make real- life connections
- Determine shades of meaning
- Compare formal and informal uses of English
- Use adjectives and adverbs to describe

Reading

- Ask and answer questions about a story
- Tell what happens in a story in my own words
- Describe the lesson the story characters learn
- Tell how characters deal with their problems

Writing

- Recount a well-elaborated event or short sequence of events
- Include details to describe actions, thoughts, and feelings
- Use temporal words to signal event order
- Provide a sense of closure

Stage 2: Evidence of Student Learning

Summative Assessments: Unit 2 Check - Ready Reading, Unit 2 Assessment - Magnetic Reading

Formative Assessments: Weekly Assessment - Magnetic Reader, Practice by Myself - Ready Reading Activities

Common Benchmark Assessments: iReady EOY, DIBELS 8, Unit Assessment Tracker (Magnetic Reader)

Alternative Assessments: Extension Activities - Teacher Toolbox, Standards Mastery -iReady, Literacy Tasks - iReady, Fluency Passage Assessments

Stage 3: Core Instructional Plan & Resources

Skill:

Week 6 Foundations (Phonics):

- Decode and encode final e: a_e, i_e, o_e, u_e, e_e
- Decode and encode short and long vowels
- Word analysis: final e syllable
- Read and write high frequency words
- Fluency: Read with appropriate phrasing

Week 7 Foundations (Phonics):

- Decode and encode soft c, g
- Word Analysis: inflectional endings -ed, -ing (double final consonant, drop final e)
- Read and write high frequency words
- Fluency: Read with intonation and inflection

Week 8 Foundations (Phonics):

- Decode and encode three letter blends: str-, pl-, spr-, scr-, the-, shr-
- Word analysis: possessives (singular, plural)
- Read and write high frequency words
- Fluency: Practice rate and pacing

Week 9 Foundations (Phonics):

- Decode and encode long a: a, ai, ay, ea, eigh, ey
- Word Analysis: open syllable patterns
- Read and write high frequency words
- Fluency: Practice accuracy

Week 10 Foundations (Phonics):

- Decode and encode long e: e, ee, ea, ie, y, ey
- Word Analysis: inflectional endings (change y to i)
- Read and write high frequency words
- Fluency: Practice expression

Week 6 Reading:

- Show understanding of stories by asking and answering questions

Learning Activities:

Learning Module 2 - Week 1 (Student Week 6)

- Match Vowel Letters and Long Sounds
- Long-Vowel Words with Final e
- Irregular High Frequency Words with Elkonin Boxes
- Grade 2 Phonological Awareness Instructional Guide

Learning Module 2 - Week 2 (Student Week 7)

- Inflectional Endings With Spelling Changes
- Words with Soft c or g
- Irregular High Frequency Words with Elkonin Boxes
- Key Ideas and Details
- Compound Words
- Grade 2 Phonological Awareness Instructional Guide

Learning Module 2 - Week 3 (Student Week 8)

- Words with Initial s Blends
- Singular and Plural Possessives
- Irregular High Frequency Words with Elkonin Boxes
- Retell Details and Events
- Use Words that Show Relationships in Time and Space
- Make Connections to Words
- Use Adjectives and Adverbs
- Grade 2 Phonological Awareness Instructional Guide

Learning Module 2 - Week 4 (Student Week 9)

- Words with Long Vowel Digraphs
- Irregular High Frequency Words with Elkonin Boxes
- Identify Long Vowel Syllable Types
- Understand Base Words
- Shades of Meaning
- Determine Message, Lesson, or Moral
- Recognize Synonyms
- Grade 2 Phonological Awareness Instructional Guide

Learning Module 2 - Week 5 (Cumulative Review)

- Words with Long Vowel Digraphs
- Irregular High Frequency Words with Elkonin Boxes

- Refer to key details to support answers to questions asked about the text.

Week 7 Reading:

- Identify key details and events in a story.
- recount a story by telling the key events in order.

Week 8 Reading:

- Understand that the central message or the theme of a story is the big idea or lesson the story teaches.
- Understand that fables, folktales, and myths often teach a moral or lesson.
- Determine the central message or theme from key details in the story.

Week 9 Reading:

- Use key details in a story to describe characters.
- Describe how characters respond to major events and challenges using key details.

Lesson 2 Writing (Ready Reading Lesson 7-9)

- Writing a Narrative Paragraph

- Identify Long Vowel Syllable Types
- Teach New Word Meanings
- Understand Characters
- Grade 2 Phonological Awareness Instructional Guide

Learning Module 2 - Week 6 (Student Week 10)

- Inflectional Endings with Spelling Changes
- Words with Long Vowel Digraphs
- Irregular High Frequency Words with Elkonin Boxes
- Teach New Word Meanings
- Understand Characters
- Grade 2 Phonological Awareness Instructional Guide

Resources:

Magnetic Reading Foundations for Grades K-2 Resource Selector Tool
Word banks (ex. word wall with unit themed sight words)
Anchor Charts
Ready Reading Teacher Manual and Teacher Toolbox
Ready Writing Teacher Manual
i-Ready Teacher Manual and Teacher Toolbox
Student Journals for Ready Reading, Magnetic Reading, Ready Writing
Word Building Cards
Sound Spelling and Articulation Cards
Super Word Cards

Elementary District Purchased Digital Student Resources:

- iReady
- See Saw

Magnetic Readers: Unit 2 Making Art

- Week 6: Art with Nature; *This Is Land Art*, by Sarah Pratt

- Week 7: The Art of Portraits; *The Art Contest*, by Elaina Jacobs
- Week 8: Art with String and Cloth; *Fit for a King*, by Jacob Keen
- Week 9: Where Art is Made; *Art Inside and Out*, by Christina Wilsdon
- Week 10: Art at Home; *The Art Team*, by Carrie Gill

Recommended Read Aloud Books: Unit 2 Making Art

- Butterflies for Kiri, Cathryn Falwell
- *Bottle Tops*, by Alison Goldberg
- *Niko Draws a Feeling*, by Bob Raczka
- *An Eye for Color: The Story of Josef Albers*, by Natacha Wing

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Small group/One to one
Additional time
Review of directions
Student restates information
Space for movement or breaks
Extra visual and verbal cues and prompts
Preferential seating - Follow a routine/schedule
Rest breaks
Verbal and visual cues regarding directions and staying on task
Checklists
Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

Home/School Connection

Alternative Assessments - Learning Contracts

Homogeneous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way.

Students' accommodations are outlined in their individual 504 plan.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 3: What's That Habitat?

Stage 1: Desired Results

Unit 3: What's That Habitat?

Unit Summary: Throughout this unit, students will practice reading long vowels, silent letters, r-controlled vowel ar, and previously learned phonics skills. As students read each week, they will use context clues to figure out the meaning of unfamiliar words and phrases in texts that are relevant to Grade 2 topics. Students will also identify text features as well as the author's purpose. Students will practice using nouns, plural nouns, collective nouns,possessive nouns, reflexive nouns, as well as pronouns. Students will practice writing opinion pieces in a paragraph on topics or texts, supporting a point of view with reasons.

Unit 3 Learning Targets

NJSLS ELA Grade 2 - 2023 - *Progress Indicators for Reading Informational Text (Focus Standards for Unit in Bold)*

Reading

RI.CR.2.1 Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

- RI.CI.2.2 Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific
- paragraphs).
- RI.IT.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
- **RI.TS.2.4 Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.**
- **RI.PP.2.5 Identify the main purpose of a text, including what the author seeks to explore, answer,explain, or describe.**
- **RI.MF.2.6 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text**
- RI.AA.2.7 Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- RI.CT.2.8 Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

Writing:

- W.SE.3.6 Use discussions, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
- W.WP.2.4 With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.
    - D. Identify audience and purpose before writing.
    - E. Participate in self-evaluation of written work.
    - F. 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.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.

Progress Indicators for Reading Foundational Skills 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.
F. Read high-frequency and grade-level irregular words with automaticity (e.g. friend, other, would)
G. Identify the parts of the high-frequency words that are regular and that parts are irregular.

- L.RF.1.3.D Distinguish long and short vowels when reading regularly spelled one-syllable words.
- L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
  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.

Language (Spelling):

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

Vocabulary Acquisition and Use (Language lessons #1-4, 14,)

- 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.

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.
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Curricular Connections

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- 9.4.5.CI.2 Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
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- 8.1.5.IC.1 Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
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- 6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.Geo.PP.1 Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate, and weather, resource availability).

Unit 3 Essential Questions:

- What type of habitat do fish live in?
- How do you think habitats help animals survive?
- How do authors choose the right words to help make their writing clear?
- What is opinion writing?

Unit Enduring Understandings:

- Readers develop a better understanding in craft and structure in informational texts.
- Readers will learn unfamiliar words, text features and author's purpose.
- Opinion writing is writing that expresses the author's opinion about a topic.
- The author states an opinion, or what he or she thinks, feels, or believes, and provides reasons or evidence to support the opinion.

Content-Students will know:

For reference: Magnetic Reading Foundations Volume 1 : Page A36-A37

Phonics:

- **Week Eleven**: Long i: i, y, igh, ie
- **Week Twelve**: Long o: o, oa, ow, oe
- **Week Thirteen**: Long u: ue, u, ew, u_e
- **Week Fourteen:** Silent letters: wr, kn, gn, mb, sc
- **Week Fifteen:** r-controlled vowel: ar

Unit Words: animal, bird, habitat, water

Super Words:

- **Week Eleven**: also, been, look, good
- **Week Twelve**: know, new, over, people
- **Week Thirteen**: because, word, work, write
- **Week Fourteen:** after, one, warm, your
- **Week Fifteen:** more, now, only, our

Comprehension:

- Determine the meaning of unknown words
- Identify different text features
- Use text features to determine information

Skills-Students will be able to:

Foundations

- Use decoding skills to practice reading and writing.
    - Long i: i, y, igh, ie
    - Long o: o, oa, ow, oe
    - Long u: ue, u, ew, u_e
    - Silent letters: wr, kn, gn, mb, sc
    - r-Controlled vowel: ar

Language

- Identify nouns
- Identify plural nouns
- Identify collective nouns
- Identify possessive nouns
- Identify pronouns
- Identify reflexive pronouns

Reading

- Figure out the meaning of words
- Identify different text features
- Use text features to find information
- Decide on the reason an author wrote a text

Writing

- Supply reasons that support the opinion

○ captions, bold print, subheadings, glossaries, indexes, tables of contents • Identify and analyze the author's purpose **Writing**: • Opinion writing expresses the author's opinion about a topic. • The author of an opinion piece states an opinion, or what he or she thinks, feels, or believes, and provides reasons or evidence to support the opinion. • Examples of Opinion Writing: ○ Editorials, Book or Movie Reviews, Advertisements	• Use linking words (e.g. because, and, also) to connect opinion and reasons • Provide a concluding statement or section

Stage 2: Evidence of Student Learning

Summative Assessments: Unit 3 Check - Ready Reading, Unit 3 Assessment - Magnetic Reading

Formative Assessments: Weekly Assessment - Magnetic Reader, Practice by Myself - Ready Reading Activities

Common Benchmark Assessments: iReady EOY, DIBELS 8, Unit Assessment Tracker (Magnetic Reader)

Alternative Assessments: Extension Activities - Teacher Toolbox, Standards Mastery -iReady, Literacy Tasks - iReady, Fluency Passage Assessments

Stage 3: Core Instructional Plan & Resources

Skill:

Week 11 Foundations (Phonics):
- Decode and encode long i: i, y, igh, ie
- Word Analysis: contractions with 's, 't
- Read and write high frequency words
- Fluency: Practice expression

Week 12 Foundations (Phonics):
- Decode and encode long o: o, oa, ow, oe
- Word Analysis: vowel team syllable patterns
- Read and write high frequency words
- Fluency: Practice appropriate phrasing

Week 13 Foundations (Phonics):
- Decode and encode long u: ue, u, ew, u_e
- Word Analysis: prefixes re-, pre
- Read and write high frequency words

Learning Activities:

Learning Module 3 - Week 1 (Student Week 11)
- Understand Contractions
- Words with Long Vowel Digraphs
- Irregular High Frequency Words with Elkonin Boxes
- Fluency Implementation Guide
- Fluency Skill: Phrasing

Learning Module 3 - Week 2 (Student Week 12)
- Words with Long Vowel Digraphs
- Distinguish Open and Closed Syllables
- Irregular High Frequency Words with Elkonin Boxes
- Teach New Word Meanings
- Recognize Multiple-Meaning Words
- Use Context to Find Word Meaning
- Fluency Implementation Guide

- Fluency: Practice intonation and inflection

Week 14 Foundations (Phonics):

- Decode and encode silent letters: wr, kn, gn, mb, sc
- Word Analysis: prefixes un-, dis-
- Read and write high frequency words
- Fluency: Practice accuracy

Week 15 Foundations (Phonics):

- Decode and encode r-controlled vowel: ar
- Word Analysis: r- controlled vowel syllable patterns
- Read and write high frequency words
- Fluency: Practice rate and pacing

Week 10 Reading:

- Use context clues to help determine the meanings of unfamiliar words and phrases.

Week 11 Reading:

- Identify common text features, including captions, bold print, and subheadings.
- Use text features to locate information in a text.

Week 12 Reading:

- Identify common text features, such as glossaries, indexes and tables of contents.
- Use text features to locate information in a text.

Week 13 Reading:

- Understand that authors write informational texts for different reasons, including to answer a question, explain a topic, or describe details about a topic.
- Identify the main purpose of a text.

Lesson 3 Writing (Ready Reading Lesson 12-14)

- Writing an Opinion: Paragraph

- Fluency Skill: Phrasing

Learning Module 3 - Week 3 (Student Week 13)

- Two-Syllable Words with Prefixes and Suffixes
- Words with Long Vowel Digraphs
- Irregular High Frequency Words with Elkonin Boxes
- Use Multiple Strategies to Figure Out Word Meanings
- Compound Words
- Use Text Features
- Fluency Implementation Guide
- Fluency Skill: Phrasing

Learning Module 3 - Week 4 (Student Week 14)

- Two-Syllable Words with Prefixes and Suffixes
- Irregular High Frequency Words with Elkonin Boxes
- Decode Words with Silent Letters
- Multisyllabic Words with Prefixes and Suffixes
- Recognize Synonyms
- Use Text Features
- Recognize Antonyms
- Fluency Implementation Guide
- Fluency Skill: Phrasing

Learning Module 3 - Week 5 (Cumulative Review)

- Two-Syllable Words with Prefixes and Suffixes
- Words with Long Vowel Digraphs
- Irregular High Frequency Words with Elkonin Boxes
- Understand Base Words
- Determine Author's Purpose
- Fluency Implementation Guide
- Fluency Skill: Phrasing

Learning Module 3 - Week 6 (Student 15)

- Words with r-Controlled Vowels
- Irregular High Frequency Words with Elkonin Boxes
- Understand Base Words
- Determine Author's Purpose
- Fluency Implementation Guide
- Fluency Skill: Phrasing

Resources:
Magnetic Reading Foundations for Grades K-2
Word banks (ex. word wall with unit themed sight words)
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Ready Reading Teacher Manual and Teacher Toolbox Ready Writing Teacher Manual
i-Ready Teacher Manual and Teacher Toolbox Student Journals for Ready Reading
Magnetic Reading, Ready Writing Word Building Cards Sound Spelling and Articulation Cards Super Word Cards

***Elementary District Purchased Digital Student Resources*:**
- iReady
- SeeSaw

Magnetic Readers Unit 3 What's That Habitat?
- Week11:Woodlands; In the Woodland, by ConnorTate
- Week12:Ocean; Life in the Sea, by Leslie A.Rotsky
- Week13:Desert ;A Desert Day, by John Baron
- Week14:Grasslands; Safe in Town, by Sofia Garcia
- Week15:Rainforests; In the Rainforest, Bryan Langda

Recommended Read Aloud Books:Unit 3 What's That Habitat?
- AroundOneCactus: Owls,Bats and Leaping Raps, by AnthonyD. Fredricks
- The Brilliant Deep,by Kate Messner
- Tree Of Wonder,by Kate Messner ● Sand,Leaf Coral Reef,by PatriciaStockland

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

- **Specific Strategies and Practices that Support Students with Disabilities:**
- Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback
- **Specific Strategies and Practices that Support English Language Learners**
- English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.
- Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups
- **Students at Risk of Failure**
- Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice
- **Students with 504 Plans**
- Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
- 504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.
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- **Specific Strategies and Practices that Support Gifted & Talented Students**
- It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.
- Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 4: It's on the Map!

Stage 1: Desired Results

Unit 4: It's on the Map!

Unit Summary: Throughout this unit, students will practice reading r-controlled vowels, diphthongs, and previously learned phonics skills. As students read each week, they are introduced to literary elements and point of view.. They will also deepen their understanding of story structure. Students will practice using verbs, past tense of irregular verbs, adjectives, and adverbs, as well as writing complete sentences. Students will practice writing a narrative in the form of a diary to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

NJSLS ELA Grade 2 - 2023 - ***Progress Indicators for Reading Literary Text (Focus Standards for Unit in Bold)***

Reading

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.

- 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).
- RL.IT.2.3 Describe how characters in a story respond to major events and challenges using key details within a text.
- **L.VI.2.3.C Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.**
- **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.**
- **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.**
- 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.
- RL.CT.2.8. Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures.

Writing:

- W.SE.3.6 Use discussions, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
- 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.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.

Progress Indicators for Reading Foundational Skills 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.
  - *F.* Read high-frequency and grade-level irregular words with automaticity (e.g. friend, other, would)
  - *G.* Identify the parts of the high-frequency words that are regular and that parts are irregular.

Fluency:

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

Language (Spelling):

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

Vocabulary Acquisition and Use (Language lessons #6-9)

- 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.

Speaking and Listening:

- SL.PE.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
  - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others
  - C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.II.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.ES.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.PI.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.UM.2.5 Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.5.CI.2 Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- 9.4.2.DC.7 Describe actions peers can take to positively impact climate change.

Computer Science & Design Thinking *(CS & DT)*:

- 8.1.5.IC.1 Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2 Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Interdisciplinary Connections:

- 6.1.2.Geo.HE.1 Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.

Learning Targets

Unit 4 Essential Questions:

- Where is a place you would like to visit?
- Have you traveled far? How did you travel?
- How do authors choose words to tell a story?
- How do words help readers to understand stories, poems, and songs?
- What is narrative writing?

Unit Enduring Understandings:

- Readers develop a better understanding in craft and structure in literature. Readers will observe sound and meaning in stories, rhythm and meaning in poems and songs, parts of a story, and point of view.
- Narrative writing is writing that develops real or imagined experiences or events.
- The author of a narrative writing piece uses characters such as people or plants, animals, and objects that behave like people. The author uses setting, descriptive details, and a clear event sequence.

Content-Students will know:

For reference: Magnetic Reading Foundations Volume 2 : Page A36-A37

Phonics:

- **Week Sixteen**: R-controlled vowels: er, ir, ur, or
- **Week Seventeen**: R-controlled vowels: or, ore, oar
- **Week Eighteen**: R-controlled vowels: eer, ere, ear
- **Week Nineteen:** R-controlled vowels: are, air, ear, ere
- **Week Twenty:** Diphthongs: ou, ow

Unit Words: capital, continent, country, island

Super Words:

- **Week Sixteen**: move, other, water, where
- **Week Seventeen**: does, give, school, sentence

Skills-Students will be able to:

Foundations

- Use decoding skills to practice reading and writing.
  - r-Controlled vowels: er, ir, ur, or
  - r-Controlled vowels: or, ore, oar
  - r-Controlled vowels: eer, ere, ear
  - r-Controlled vowels: are, air, ear, ere
  - Diphthongs: ou, ow

Language

- Identify verbs
- Identify past tense of irregular verbs
- Identify adjectives and adverbs
- Write complete sentences

• **Week Eighteen**: again, buy, picture, soon • **Week Nineteen:** answer, full, little, pull • **Week Twenty:** house, live, pretty, read **Comprehension**: • Describe how an author uses words and phrases in special ways to give meaning • Describe how regular beats and rhymes supply meaning to a poem • Describe the structure of a story, including its beginning, middle, end • Understand differences in the points of view of different characters in a story • **Writing:** • Narrative writing develops real or imagined experiences or events. • The author of a narrative piece uses characters such as people or plants, animals, and objects that behave like people. • The author of a narrative piece also uses setting, descriptive details, and a clear event sequence. • Examples of Narrative Writing: ○ Diaries, Stories, Fables	**Reading** • Tell how word sounds give meaning to a story • Tell how words give rhyme and meaning to a poem • Tell about the beginning, middle, and end of a story • Find the difference in characters' point of view • Show differences in the way characters say their words **Writing** • Recount a well-elaborated event or short sequence of events • Include details to describe actions, thoughts, and feelings • Use temporal words to signal event order • Provide a sense of closure

Stage 2: Evidence of Student Learning

Summative Assessments: Unit 4 Check - Ready Reading, Unit 4 Assessment - Magnetic Reading
Formative Assessments: Weekly Assessment - Magnetic Reader, Practice by Myself - Ready Reading Activities
Common Benchmark Assessments: iReady EOY, DIBELS 8, Unit Assessment Tracker (Magnetic Reader)
Alternative Assessments: Extension Activities - Teacher Toolbox, Standards Mastery -iReady, Literacy Tasks - iReady, Fluency Passage Assessments

Stage 3: Core Instructional Plan & Resources

Skill: **Week 16 Foundations (Phonics):** • Decode and encode r-controlled vowel: er, ir, ur, or	**Learning Activities:** **Learning Module 4 - Week 1 (Student Week 16)** • Words with r-Controlled Vowels • Two-Syllable Words with Short Vowels

- Word Analysis: consonant +le syllable patterns
- Read and write high frequency words
- Fluency: Practice accuracy

Week 17 Foundations (Phonics):

- Decode and encode r-controlled vowel: or, ore, oar
- Word Analysis: consonant +le syllable patterns
- Read and write high frequency words
- Fluency: Practice expression

Week 18 Foundations (Phonics):

- Decode and encode r-controlled vowel: eer, ere, ear
- Word Analysis: suffixes -ful, -less
- Read and write high frequency words
- Fluency: Practice appropriate phrasing

Week 19 Foundations (Phonics):

- Decode and encode r-controlled vowel: are, air, ear, ere
- Word Analysis: suffixes -y, -ly
- Read and write high frequency words
- Fluency: Practice intonation/ inflection

Week 20 Foundations (Phonics):

- Decode and encode diphthongs: ou, ow
- Word Analysis: suffixes -er, -or
- Read and write high frequency words
- Fluency: Practice rate/ pacing

Week 14 Reading:

- Identify literary elements in a story, including alliteration and repetition.
- Describe how an author uses words and phrases in special ways to give meaning in a story.

Week 15 Reading:

- Describe how regular beats and rhymes supply rhythm to a poem or song.
- Describe how regular beats and rhymes supply meaning to a poem or song.

Week 16 Reading:

- Irregular High Frequency Words with Elkonin Boxes
- Fluency Implementation Guide
- Fluency Skill: Expression

Learning Module 4 - Week 2 (Student Week 17)

- Inflectional Endings With Spelling Changes
- Words with r-Controlled Vowels
- Words with Complex r-Controlled Vowel Patterns
- Irregular High Frequency Words with Elkonin Boxes
- Use Multiple Strategies to Figure Out Word Meanings
- Recognize Multiple-Meaning Words
- Fluency Implementation Guide
- Fluency Skill: Expression

Learning Module 4 - Week 3 (Student Week 18)

- Two-Syllable Words with Prefixes and Suffixes
- Words with Complex r-Controlled Vowel Patterns
- Irregular High Frequency Words with Elkonin Boxes
- Multisyllabic Words with Prefixes and Suffixes
- Make Connections to Words
- Shades of Meaning
- Fluency Implementation Guide
- Fluency Skill: Expression

Learning Module 4 - Week 4 (Student Week 19)

- Two-Syllable Words with Prefixes and Suffixes
- Words with Complex r-Controlled Vowel Patterns
- Irregular High Frequency Words with Elkonin Boxes
- Multisyllabic Words with Prefixes and Suffixes
- Use Words that Show Relationships in Time and Space
- Prefixes pre-, un-, re-
- Suffixes -ful and -less
- Fluency Implementation Guide
- Fluency Skill: Expression

Learning Module 4 - Week 5 (Cumulative Review)

- Two-Syllable Words with Prefixes and Suffixes
- Words with Complex r-Controlled Vowel Patterns
- Irregular High Frequency Words with Elkonin Boxes

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- Describe the structure of a story including its beginning, middle, and end identifying how each successive part builds on earlier sections.
- Describe how the beginning of a story introduces the story and the ending concludes the action.

Week 17 Reading:

- Understand differences in the points of view of different characters in a story.
- Demonstrate understanding of point of view by speaking in a different voice for each character when reading dialogue.

Lesson 4 Writing (Ready Reading Lesson 15-17)

- Writing an Narrative: Diary

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- Compound Words
- Understand Characters
- Fluency Implementation Guide
- Fluency Skill: Expression

Learning Module 4 - Week 6 (Student Week 20)

- Two-Syllable Words with Prefixes and Suffixes
- Words with Vowel Diphthongs and Digraphs
- Irregular High Frequency Words with Elkonin Boxes
- Suffixes -er, -or
- Multisyllabic Words with Prefixes and Suffixes
- Compound Words
- Understand Characters
- Fluency Implementation Guide
- Fluency Skill: Expression

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Resources:

Magnetic Reading Foundations for Grades K-2 Resource Selector Tool
Word banks (ex. word wall with unit themed sight words)
Anchor Charts
Ready Reading Teacher Manual and Teacher Toolbox
Ready Writing Teacher Manual
i-Ready Teacher Manual and Teacher Toolbox
Student Journals for Ready Reading, Magnetic Reading, Ready Writing
Word Building Cards
Sound Spelling and Articulation Cards
Super Word Cards

Elementary District Purchased Digital Student Resources:

- iReady
- See Saw

Magnetic Readers Unit 4 It´s on the Map!

- Week 16: It's a State!; *The Big Trip*, by Bryson Langley
- Week 17: It's a Region!; *Let's Explore Regions*, by Iris Statton
- Week 18: It's a Country!; *Lots to See!*, by Zach Rendon
- Week 19: It's a Continent!; *Little Bird, Big Trip*, by James Dooley
- Week 20: It's an Island!; *Interesting Islands*, Mary Lindeen

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Recommended Read Aloud Books: Unit 4 It´s on the Map!

- *Map My County*, by Harriet Brundle
- *This Is My County*, by Lisa Bullard
- *We´re Sailing to Galapagos*, by Laurie Krebs
- *I´ll Go and Come Back*, by Rajani LaRocca

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups, sentence frames

Students at Risk of Failure

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Supplemental Reading - engaging projects

Unit 5: Tell Me About It

Stage 1: Desired Results

Unit 5: Tell Me About It

Unit Summary: Throughout this unit, students will practice diphthongs, variant vowels, short vowel digraphs, and previously learned phonics skills. As students read each week, they explain how images such as diagrams contribute to and clarify texts. They understand how visual features and words work together to show and describe information. Students will also compare and contrast the most important points in two texts on the same topic. Students will practice using simple and compound sentences. In addition, students will practice using capitalization in holidays, product names, and geographic names, and punctuate greetings and closings of letters. Students will practice writing to inform in a lab report while writing informative/explanatory texts to examine a topic and convey ideas and information clearly.

Unit 5 Learning Targets

NJSLS ELA Grade 2 - 2023 - *Progress Indicators for Reading Informational Text (Focus Standards for Unit in Bold)*

Reading:

- RI.CR.2.1 Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.
- RI.CI.2.2 Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).
- RI.IT.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.
- RI.TS.2.4 Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.
- RI.PP.2.5 Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.
- **RI.MF.2.6 Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text**
- **RI.AA.2.7 Describe and identify the logical connections of how reasons support specific points the author makes in a text.**
- **RI.CT.2.8 Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.**

Writing:

- W.SE.3.6 Use discussions, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
- 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.IW.2.2 Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
    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.

Progress Indicators for Reading Foundational Skills 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.
F. Read high-frequency and grade-level irregular words with automaticity (e.g. friend, other, would)
G. Identify the parts of the high-frequency words that are regular and that parts are irregular.

Fluency:

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

Language (Spelling):

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

Vocabulary Acquisition and Use (Language lessons (10-13)

- 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.

Speaking and Listening:

- SL.PE.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
  A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  B. Build on others' talk in conversations by linking their explicit comments to the remarks of others
  C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.II.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.ES.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.PI.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.UM.2.5 Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.5.CI.2 Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- 9.4.2.DC.7 Describe actions peers can take to positively impact climate change.

Computer Science & Design Thinking (*CS & DT***):**

- 8.1.5.IC.1 Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2 Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Interdisciplinary Connections:

- 6.1.2.CivicsCM.1 Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.
- 6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs in the American Identity.

Learning Targets

Unit 5 Essential Questions:

- Can you think of a story that is special to you?
- Has anyone in your family told you a story that you thought was interesting?
- Why do stories and nonfiction text include details to show who, what, when, where, why, and how?
- How can pictures show more about what you read?
- How do authors give reasons for their ideas?
- How can texts about the same topic be alike and different?
- What is informative/ explanatory writing?

Unit Enduring Understandings:

- Readers will integrate knowledge and ideas in informational text. They will explain how images support text, describe how authors use reasons to support their ideas, and compare and contrast two texts.
- Informational writing is writing that examines a topic and conveys ideas and information clearly.
- The author of a piece of informational writing states the topic, and then provides facts and details about the topic. The author explains how something works or what something is.

Content-Students will know:

For reference: Magnetic Reading Foundations Volume 2: Page A38-A39

Phonics:

- **Week Twenty-one**: Diphthongs: oi, oy
- **Week Twenty-two**: Variant vowels: oo, ou, u
- **Week Twenty-three**: Variant vowels: oo, ou, o-u, ew, ue
- **Week Twenty-four:** Variant vowels: aw, au, a(l)
- **Week Twenty-five:** Short vowel digraphs: ea, ou, y

Unit Words: create, imagine, special, thought

Super Words:

- **Week Twenty-one**: eye, head, laugh, please
- **Week Twenty-two**: above, almost, done, upon
- **Week Twenty-three**: animal, country, earth, wash
- **Week Twenty-four:** another, friends, together, usually
- **Week Twenty-five:** along, example, heard, sure

Comprehension:

- Explain how images support text
- Describe how author use reasons to support their ideas
- Compare and contrast two texts

Writing:

Skills-Students will be able to:

Foundations

- Use decoding skills to practice reading and writing.
  - Diphthongs: oi, oy
  - Variant vowels: oo, ou, u
  - Variant vowels: oo, ou, u_e, ew, ue
  - Variant vowels: aw, au, (l)
  - Short vowel digraphs: ea, ou, y

Language

- Write simple and compound sentence
- Capitalize holidays, product names and geographic names
- Punctuate greetings and closings of letters

Reading

- Use pictures in a text to help me understand the passage
- Find the important points an author makes in a passage
- Find the reasons the author uses to make those points
- Compare and contrast the most important points in two texts on the same topic

Writing

- Introduce a topic
- Use facts and definitions to develop points
- Provide a concluding statement or section

• Informational writing examines a topic and conveys ideas and information clearly. • The author of a piece of informational writing states the topic, and then provides facts and details about the topic. • The author explains how something works or what something is. • The topic is about real people, places, or things. • Examples of Informational Writing: ○ Textbooks, Articles, Instructions	

Stage 2: Evidence of Student Learning

Summative Assessments: Unit 5 Check - Ready Reading, Unit 5 Assessment - Magnetic Reading

Formative Assessments: Weekly Assessment - Magnetic Reader, Practice by Myself - Ready Reading Activities

Common Benchmark Assessments: iReady EOY, DIBELS 8, Unit Assessment Tracker (Magnetic Reader)

Alternative Assessments: Extension Activities - Teacher Toolbox, Standards Mastery -iReady, Literacy Tasks - iReady, Fluency Passage Assessments

Stage 3: Core Instructional Plan & Resources

Skill:

Week 21 Foundations (Phonics):
- Decode and encode diphthongs: oi, oy
- Word Analysis: vowel team syllable patterns
- Read and write high frequency words
- Fluency: Practice appropriate phrasing

Week 22 Foundations (Phonics):
- Decode and encode variant vowels: oo, ou, u
- Word Analysis: contractions with not
- Read and write high frequency words
- Fluency: Practice intonation/ inflection

Week 23 Foundations (Phonics):
- Decode and encode variant vowels oo, ou, u_e, ew, ue
- Word Analysis: contractions with ‘ll, ‘ve, ‘m, ‘re, ‘s
- Read and write high frequency words

Learning Activities

Learning Module 5 - Week 1 (Student Week 21)
- Words with Vowel Diphthongs and Digraphs
- Irregular High Frequency Words with Elkonin Boxes
- Two-Syllable Words with Prefixes and Suffixes
- Fluency Implementation Guide
- Fluency Skill: Intonation/Inflection

Learning Module 5 - Week 2 (Student Week 22)
- Understand Contractions
- Words with Vowel Diphthongs and Digraphs
- Irregular High Frequency Words with Elkonin Boxes
- Connect Text with Visuals
- Use Context to Find Word Meaning
- Fluency Implementation Guide
- Fluency Skill: Intonation/Inflection

Learning Module 5 - Week 3 (Student Week 23)

- Fluency: Practice expression

Week 24 Foundations (Phonics):

- Decode and encode variant vowels aw, au, a(l)
- Word Analysis: irregular plurals
- Read and write high frequency words
- Fluency: Practice accuracy

Week 25 Foundations (Phonics):

- Decode and encode short vowel digraphs: ea, ou, y
- Word Analysis: compound words
- Read and write high frequency words
- Fluency: Practice rate/ pacing

Week 18 Reading:

- Explain how visual features, such as diagrams, contribute to and clarify the information in a text.
- Use both words and images to better understand informational text.

Week 19 Reading:

- Identify specific points an author makes in a text.
- Describe the reasons an author provides to support points made in a text.
- Examine if the reasons an author uses to support a point are logical.

Week 20 Reading:

- Identify the most important points presented in two texts on the same topic.
- Determine how the most important points in two texts are alike and different.

Lesson 5 Writing (Ready Reading Lesson 19-21)

- Writing to Inform: Lab Report

- Understand Contractions
- Words with Vowel Diphthongs and Digraphs
- Contractions: ‘ll, ‘ve, ‘m, ‘re, ‘s
- Irregular High Frequency Words with Elkonin Boxes
- Recognize Multiple-Meaning Words
- Identify Supporting Reasons
- Fluency Implementation Guide
- Fluency Skill: Intonation/Inflection

Learning Module 5 - Week 4 (Student Week 24)

- Words with Vowel Diphthongs and Digraphs
- Words with Variant Vowel a(l): alk, alt, all
- Irregular High Frequency Words with Elkonin Boxes
- Suffixes -ful and -less
- Sort Words by Categories and Attributes
- Compare and Contrast
- Fluency Implementation Guide
- Fluency Skill: Intonation/Inflection

Learning Module 5 - Week 5 (Cumulative Review)

- Words with Vowel Diphthongs and Digraphs
- Irregular High Frequency Words with Elkonin Boxes
- Suffixes -ful and -less
- Sort Words by Categories and Attributes
- Compare and Contrast
- Fluency Implementation Guide
- Fluency Skill: Intonation/Inflection

Learning Module 5 - Week 6 (Student Week 25)

- Short Vowel Digraphs
- Irregular High Frequency Words with Elkonin Boxes
- Words with Variant Vowel a(l): alk, alt, all
- Words with Vowel Diphthongs and Digraphs
- Understand Contractions
- Fluency Implementation Guide
- Fluency Skill: Intonation/Inflection

Resources:

Magnetic Reading Foundations for Grades K-2 Resource Selector Tool
Word banks (ex. word wall with unit themed sight words)
Anchor Charts
Ready Reading Teacher Manual and Teacher Toolbox
Ready Writing Teacher Manual
i-Ready Teacher Manual and Teacher Toolbox
Student Journals for Ready Reading, Magnetic Reading, Ready Writing
Word Building Cards
Sound Spelling and Articulation Cards
Super Word Cards

Elementary District Purchased Digital Student Resources:

- iReady
- Learning A-Z
- See Saw

Magnetic Readers Unit 5 Tell Me About It

- Week 21: Tell Me Who; *Joining the Club*, by Printable Readers pp 400-499 Rowan Obach
- Week 22: Tell Me What; *What Really Happened?*, by Meg Hernandez
- Week 23 Tell Me Where; *A Trip Like No Other*, by Laura Townsend
- Week 24: Tell Me When; *When It's Dark*, by Jonathan Walsh
- Week 25: Tell Me Why and How; *The Story in a Quilt*, Kelly Milner

Recommended Read Aloud Books: Unit 5 Tell Me About It

- *Brilliant Bees*, by Nadia Higgins
- *Wherever You Go*, by Pat Mora
- *Barnum Brown Dinosaur Hunter*, by Anna Prokos
- *Finding My Dance*, by Ria Thundercloud

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support English Language Learners

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

Pre-teaching of vocabulary and concepts - Personal Glossary - Extended Time - Simplified/Verbal Instructions - Frequent Breaks - Visual learning, including graphic organizers - Use of cognates to increase comprehension - Teacher modeling - Pairing students with beginning English language skills with students who have more advanced English language skills - Scaffolding - Word walls - Think-pair-share - Cooperative learning groups

Students at Risk of Failure

Home/School Connection - Alternative Assessments - Learning Contracts - Homogenous Grouping - Supplemental Instruction - Think-Pair-Share by Readiness - Homework Options - Differentiated Online Practice - Leveled Rubrics - Tiered Level of Supports - Tiered Activities - Small Group Instruction - Work Alone Choice - Group Work Choice

Students with 504 Plans

Teachers are responsible for implementing designated services and strategies identified on a student’s 504 Plan.

504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

Small group/One to one - Additional time - Review of directions - Student restates information - Space for movement or breaks - Extra visual and verbal cues and prompts - Preferential seating - Follow a routine/schedule - Rest breaks - Verbal and visual cues regarding directions and staying on task - Checklists - Immediate feedback

Specific Strategies and Practices that Support Gifted & Talented Students

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

Homogeneous Grouping - Small Group In-Depth Instruction - Differentiated Online Practice - Alternative Assessments - Pre-Assess to provide Differentiated Instruction to Accelerate Learning

Unit 6: Land and Water

Stage 1: Desired Results

Unit 6: Land and Water

Unit Summary: Students will practice reading syllable patterns, including closed and open syllables, final e syllables, r-controlled vowel syllables, final stable syllables, vowel team syllables, and previously learned phonics skills. As students read each week, they use information from illustrations and text to show their understanding of a story's characters, setting, or plot. Students compare and contrast two or more versions of the same story by different authors or from different cultures. Students will practice using contractions and spelling patterns to support them in writing words accurately. Students will write opinion pieces in the form of a letter on topics or texts, supporting a point of view with reasons.

Unit 6 Learning Targets

NJSLS ELA Grade 2 - 2023 -*Progress Indicators for Reading Literary Text (Focus Standards for Unit in Bold)*

Reading

- 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.
- 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).
- RL.IT.2.3 Describe how characters in a story respond to major events and challenges using key details within a text.
- 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.
- 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.
- **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.**
- **RL.CT.2.8. Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures.**

Writing:

- W.SE.3.6 Use discussions, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
- 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.3.6 Use discussions, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.

- W.AW.2.1 With prompts and support, write opinion pieces to present an idea with reasons or information.
    D. Introduce an opinion.
    E. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
    F. Provide a conclusion.

Progress Indicators for Reading Foundational Skills 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.
    F. Read high-frequency and grade-level irregular words with automaticity (e.g. friend, other, would)
    G. Identify the parts of the high-frequency words that are regular and that parts are irregular.

Fluency:

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

Language (Spelling):

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

Vocabulary Acquisition and Use (Language lessons 16)

- 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.

Speaking and Listening:

- SL.PE.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups
    A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
    B. Build on others' talk in conversations by linking their explicit comments to the remarks of others
    C. Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.II.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.ES.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- SL.PI.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- SL.UM.2.5 Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- SL.AS.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Curricular Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)*:

- 9.4.5.CI.2 Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions.
- 9.4.2.DC.7 Describe actions peers can take to positively impact climate change.

Computer Science & Design Thinking ***(****CS & DT****)*:

- 8.1.5.IC.1 Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2 Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.

Interdisciplinary Connections:

- 6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.
- 6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.Geo.PP.1 Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate, and weather, resource availability).

Unit 6 Essential Questions:

- What is a feature of the land in our state?
- Why do you think people like to hike on mountains and in canyons?
- What is the integration of knowledge and ideas in literature?
- Can I use graphics and pictures to predict what a story is about?
- What is an opinion letter?

Content-Students will know:

For reference: Magnetic Reading Foundations Volume 2: Page A38-A39

Phonics:

- **Week Twenty-six**: Closed and open syllable patterns
- **Week Twenty-seven**: Final e syllable patterns
- **Week Twenty-eight**: R-controlled vowel syllable patterns
- **Week Twenty-nine:** Final stable syllable patterns: -sion, -tion, -le, -el, -al
- **Week Thirty:** Vowel team syllable patterns

Unit Enduring Understandings:

- Readers will integrate knowledge and ideas in literature. They will connect words and pictures and compare and contrast stories.
- Opinion writing expresses the author's preference or opinion about a topic.
- The author states an opinion, or what he or she thinks, feels, or believes, and provides reasons or evidence to support the opinion.

Skills-Students will be able to:

Foundations

- Use decoding skills to practice reading and writing.
    - Closed and open syllable patterns
    - Final e syllable patterns
    - R-controlled vowel syllable patterns
    - Final stable syllable patterns: -sion, -tion, -le, -el, -al
    - Vowel team syllable patterns

Language

- Identify and write contractions

Unit Words: canyon, erosion, feature, mountain

Super Words:

- **Week Twenty-six**: become, ever, questions, today
- **Week Twenty-seven**: color, during, early, hours
- **Week Twenty-eight**: father, finally, listen, mother
- **Week Twenty-nine:** area, building, measure, nothing
- **Week Thirty:** certain, enough, special, strong

Comprehension:

- Connect words and pictures
- Compare and contrast stories

Writing:

- Opinion writing expresses the author's opinion about a topic.
- The author of an opinion piece states an opinion, or what he or she thinks, feels, or believes, and provides reasons or evidence to support the opinion.
- Examples of Opinion Writing:
    - Letters to the Editor, Petitions, Advertisements
- Identify spelling patterns
- Compare formal and informal uses of English

Reading

- Explain how pictures in a story help me understand a story's characters
- Explain how pictures in a story help me understand a story's setting
- Explain how pictures in a story help me understand a story's plot
- Compare and contract the same story told by different authors
- Compare and contrast the same story from different cultures

Writing

- Introduce the topic or book they are writing about, state and opinion
- Supply reasons that support the opinion
- Use linking words (e.g. because, and also) to connect opinion and reasons
- Provide a concluding statement or section

Stage 2: Evidence of Student Learning

Summative Assessments: Unit 6 Check - Ready Reading, Unit 6 Assessment - Magnetic Reading

Formative Assessments: Weekly Assessment - Magnetic Reader, Practice by Myself - Ready Reading Activities

Common Benchmark Assessments: iReady EOY, DIBELS 8, Unit Assessment Tracker (Magnetic Reader)

Alternative Assessments: Extension Activities - Teacher Toolbox, Standards Mastery -iReady, Literacy Tasks - iReady, Fluency Passage Assessments

Stage 3: Core Instructional Plan & Resources

Skill:

Week 26 Foundations (Phonics):

- Decode and encode closed and open syllable patterns
- Word Analysis: inflectional endings (with spelling changes)
- Read and write high frequency words
- Fluency: Practice expression

Week 27 Foundations (Phonics):

Learning Activities:

Learning Module 6 - Week 1 (Student Week 26)

- Inflectional Endings With Spelling Changes
- Two-Syllable Words with Short Vowels
- Distinguish Open and Closed Syllables
- Identify Long Vowel Syllable Types
- Decode Two-Syllable VC/CV Words
- Multisyllabic Words: Three and Four Syllables
- Multisyllabic Words: Three to Five Syllables

- Decode and encode final e syllable patterns
- Word Analysis: prefixes: re-, pre-, un-, dis-
- Read and write high frequency words
- Fluency: Practice intonation/ inflection

Week 28 Foundations (Phonics):

- Decode and encode r- controlled vowel syllable patterns
- Word Analysis: suffixes: -er, -or, -ly, -y, ful, -less
- Read and write high frequency words
- Fluency: Practice appropriate phrasing

Week 29 Foundations (Phonics):

- Decode and encode final stable syllable patterns: -sion, -tion, -le, -el, -al
- Word Analysis: suffix -ion
- Read and write high frequency words
- Fluency: Practice accuracy

Week 30 Foundations (Phonics):

- Decode and encode vowel team syllable patterns
- Word Analysis: reading big words: three or more syllables
- Read and write high frequency words
- Fluency: Practice rate/ pacing

Week 21 Reading:

- Explain how illustrations help tell more about a text's characters, setting, or plot.

Week 22 Reading:

- Compare and contrast two or more versions of the same story.
- Compare and contrast two or more stories by different authors or from different cultures.

Lesson 6 Writing (After Ready Reading Lesson 22)

- Writing an Opinion: Letter

- Connect Text and Visuals
- Recognize Synonyms
- Fluency Implementation Guide
- Fluency Skill: Rate & Accuracy

Learning Module 6 - Week 2 (Student Week 27)

- Two-Syllable Words with Prefixes and Suffixes
- Irregular High Frequency Words with Elkonin Boxes
- Multisyllabic Words with Prefixes and Suffixes
- Multisyllabic Words: Three or Four Syllables
- Multisyllabic Words: Three to Five Syllables
- Sort Words by Categories and Attributes
- Compare and Contrast
- Fluency Implementation Guide
- Fluency Skill: Rate & Accuracy

Learning Module 6 - Week 3 (Student Week 28)

- Two-Syllable Words with Prefixes and Suffixes
- Irregular High Frequency Words with Elkonin Boxes
- Suffixes -er, -or
- Multisyllabic Words with Prefixes and Suffixes
- Multisyllabic Words: Three and Four Syllables
- Identify and Count Syllables
- Multisyllabic Words: Three to Five Syllables
- Fluency Implementation Guide
- Fluency Skill: Rate & Accuracy

Learning Module 6 - Week 4 (Student Week 29)

- Final Stable Syllables: -le, -el, -al
- Two-Syllable Words with Short Vowels
- Final Stable Syllables: -tion, -sion
- Irregular High Frequency Words with Elkonin Boxes
- Fluency Implementation Guide
- Fluency Skill: Rate & Accuracy

Learning Module 6 - Week 5 (Cumulative Review)

- Final Stable Syllables: -le, -el, -al
- Two-Syllable Words with Short Vowels
- Final Stable Syllables: -tion, -sion

	• Irregular High Frequency Words with Elkonin Boxes • Multisyllabic Words: Three and Four Syllables • Multisyllabic Words: Three to Five Syllables • Fluency Implementation Guide • Fluency Skill: Rate & Accuracy **Learning Module 6 - Week 6 (Student Week 30)** • Irregular High Frequency Words with Elkonin Boxes • Multisyllabic Words: Three and Four Syllables • Multisyllabic Words: Three to Five Syllables • Fluency Implementation Guide • Fluency Skill: Rate & Accuracy **Resources:** Magnetic Reading Foundations for Grades K-2 Resource Selector Tool Word banks (ex. word wall with unit themed sight words) Anchor Charts Ready Reading Teacher Manual and Teacher Toolbox Ready Writing Teacher Manual i-Ready Teacher Manual and Teacher Toolbox Student Journals for Ready Reading, Magnetic Reading, Ready Writing Word Building Cards Sound Spelling and Articulation Cards Super Word Cards ***Elementary District Purchased Digital Student Resources:*** • iReady • See Saw Magnetic Readers Unit 6 Land and Water • Week 26: Landforms; *Landforms*, by Maria Meyer • Week 27: Bodies of Water; *Water Wonders*, by Maxwell Egan • Week 28: That Was Quick!; *Volcanoes Change Land*, by Gabriel Carrilla • Week 29: Such a Long Time!; *A Mountain Hike*, by Dylan Hamm • Week 30: Earth Rocks!; *Joan´s Rocks*, Isabelle Echevarria

	Recommended Read Aloud Books: Unit 6 Land and Water • *Bodies of Water*, by Nadia Higgins • *Water Rolls*, by Pat Mora • *Ice Queen*, by Anna Prokos

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Suggested Strategies and Practices that Support Students with Disabilities:

Students receiving Special Education programming have specific goals and objectives, as well as accommodations and modifications outlined within their Individualized Education Plans (IEP) due to an identified disability and/or diagnosis. In addition to exposure to the general education curriculum, the instruction is differentiated based upon the student's needs. The IEP acts as a supplemental curriculum guide inclusive of instructional strategies that support each learner.

- Follow All IEP Modifications
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction- Guided Reading and Guided Writing
- Flexible Grouping
- Use Books On Tape (Listening Center)
- Allow Extra Time To Complete Assignments Or Tests
- Allow Answers To Be Given Orally Or Dictated
- Provide Picture Instructions
- Provide brain breaks
- Use a strong student as a “buddy”

Suggested Strategies and Practices that Support English Language Learners:

English language learner (ELL) is a national-origin-minority student who is limited-English-proficient. This term is often preferred over limited-English-proficient (LEP) as it highlights accomplishments rather than deficits.

- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud

- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions

Students At Risk of Failure:

- Home/School Connection
- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Immediate Praise And Feedback
- Provide High Interest Topics
- Use a strong student as a "buddy"
- Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
- Use Audio Books
- Allow Extra Time To Complete Assignments Or Tests
- Work In A Small Group
- One On One Instruction

Students with 504 Plans:

Teachers are responsible for implementing designated services and strategies identified on a student's 504 Plan.
504 plans are formal plans that schools develop to give kids the support they need and covers any condition that limits daily activities in a major way. Students' accommodations are outlined in their individual 504 plan.

- Articulation videos (iReady Teacher Toolbox)
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction- Guided Reading and Guided Writing
- Allow Extra Time To Complete Assignments Or Tests
- Allowing For Additional Wait Time For Student Responses During Conversations
- Provide Fidget Tools
- Flexible Seating
- Chunk Assignments
- Positive Reinforcement

Specific Strategies and Practices that Support Gifted & Talented Students:

It is critical that all teachers are able to recognize a high-ability student who may need more depth and complexity in instruction.

- Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy
- Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
- Group Students According To Ability Or Interest
- Propose Interest-based Extension Activities
- Use Leveled Texts And Offer An Advanced Reader Reading List
- Use Varied Modes Of Pre-assessment And Assessment
- Provide Whole Group Enrichment Explorations
- Provide Options, alternatives and choices to differentiate and broaden the curriculum
- Teach Cognitive and Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words