

Moonachie School District English Language Arts Curriculum: Second Grade

New Jersey Student Learning Standards for English Language Arts

Born On: August 27, 2024

Re-Adoption: August 26, 2025

The following maps outline the Second Grade New Jersey Student Learning Standards for English Language Arts. Below is a list of assessment tools that are recommended for tracking student progress in these areas. In addition, resources that can be used in conjunction with instruction of these standards are provided but not limited to the list below.

Assessments:

Universal Literacy Screening Tool: STAR Renaissance (September, *November, January, *March, June - *=At-Risk Students)

<u>Reading Literature and Informational Text</u>	<u>Writing and Language</u>	<u>Foundational Skills</u>
End of story tests (multiple choice, open ended) End of Unit/Theme Assessments Running Records STAR Assessments Sequencing activities SAAVAS MyView Benchmark Assessments End of Book Activities Journals Read Alouds Comprehension: illustrations, sentences	Journals Writing Process Pieces Friendly Letter Persuasive: Writing a letter Narrative: Story Writing Expository: "How-to" Written activities i.e. graphic organizers Poetry	Running records Spelling Tests/Dictations Sorting activities Building words Proofreading Editing Writing samples/rubrics

Resources:

Graphic Organizers

Sequencing cards

Writers checklist

Chart Paper

Leveled libraries

Audio books

Student Journals

Sentence strips

Readers Theater

Center Activities

Word rings

Rubrics

Proofreading chart

Retelling props

SAAVAS MyView materials

[Decodable Texts for Emergent Readers](#)

References:

<http://www.corestandards.org/the-standards/english-language-arts-standards/writing/grade-2/>

<http://www.state.nj.us/education/cccs/2016/ela/>

NJ Technology Standards: <http://www.state.nj.us/education/cccs/2014/tech/8.pdf>

NJ Career Ready Practices: <http://www.state.nj.us/education/cccs/2014/career/9pdf>

ELL Scaffolds: <http://www.state.nj.us/education/modelcurriculum/ela/ellscaffolding/3u1.pdf>

English Language Arts Practices

Across All Domains & Standards

Developing Responsibility for Learning: Cultivating independence, self-reflection, and responsibility for one's own learning.

Adapting Communication: Adapting communication in response to the varying demands of audience, task, purpose, and discipline.

Valuing Evidence in Argumentation: Constructing viable claims and evaluating, defending, challenging, and qualifying the arguments of others.


Building Knowledge: Building strong content knowledge and connecting ideas across disciplines using a variety of text resources and media.

Leveraging Technology: Employing technology and digital media thoughtfully, strategically and capably to enhance reading, writing, speaking, listening, and language use.

Understanding Self and Others: Using literacy as a vehicle to affirm all the aspects of one's own identity, as well as understand, connect to and respect other perspectives and cultures.

Content Area: ELA Reading	Grade Level: Second
Getting Ready Unit: Predicting and Questioning (Best Practice)	Length of time: 6 weeks
Unit Theme: In this unit students will explore literary and informational texts by asking and answering questions about illustrations and text. They will make predictions from picture walks and front covers, share opinions, and collaborate with peers. Students will write down their predictions and questions with text evidence.	
Essential Question: How does Pre-Reciprocal reaching (Pre-RT) help us understand text?	
Unit Readings Objectives:	
<ul style="list-style-type: none"> - Ask and answer questions about literary text - Use illustrations and text to discuss characters in literary text - Use illustrations and text to identify main idea in informational text - Take a picture walk to explore and understand the text - Use front cover to make predictions about the text - Engage in discussion about opinions on text - Create new understandings about setting in literary text - Engage in productive collaboration - Incorporate media 	
Unit Readings Standards:	
<ul style="list-style-type: none"> - 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. - 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. - 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. - 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.

- 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. 
- 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.

Unit Writing Objectives:

- Develop elements and structures of opinion writing
- Apply writers craft and conventions of language to develop and write opinion writing
- Write their opinion of the text or illustration

Unit Writing Standards:

- 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.

Week 1 to 6 (phonics skills and high frequency/irregular words)

1. Short a, i o review, short vowels review all
2. FLSZ spelling rule (**your, want**), -all, -oll, ull (**go, no, so**)
3. digraphs review 1, digraphs review 2
4. VCe review 1, e_e/long e, / VCe review 2 all
5. VCe review 3, VCe exceptions, -es (**two, does**)
6. -ed (**many, any**), -ing (**been, into**)

Unit Phonics Standards:

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

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.

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

- A. Write legibly and with sufficient fluency to support composition.
- B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:
 - i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck
 - ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

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

- A. Regular, single-syllable words that include:
 - i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
 - ii. Complex consonant blends (scr, str, squ).
 - iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).
 - iv. Vowel-r combinations (turn, star, third, four/for).

- B. Regular two- and three-syllable words that:
 - i. Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).
 - ii. Are compounds comprising familiar parts (houseboat; yellowtail).
- D. Most often used words in English:
 - i. Irregular words (against, many, enough, does).

Interdisciplinary Connections

Social Studies

6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.

6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Visual and Performing Arts

1.5.2.Re7a: Identify works of art based on personal connections and experiences. Describe the aesthetic characteristics within both the natural and constructed world.

1.5.2.Re7b: Describe, compare and categorize visual artworks based on subject matter and expressive properties.

Assessments: Benchmark - STAR Early Lit **Summative** - Literary Text Comprehension Benchmark, Informational Text Benchmark, Written Response to Reading, Narrative Writing Benchmark, **Formative** - Multisyllabic Word Decoding Check, Oral Reading Fluency with Expression, Vocabulary in Context Quick Check, Grammar &

Conventions Check, **Alternate** - Modified Reading Comprehension, Graphic Organizer Writing Option, Reduced Fluency Task,

Content Area: ELA Reading	Grade Level: Second
Unit 1: You are Here (SAVVAS: My View Literacy)	Length of time: 6 weeks
Unit Theme: In this unit students will talk with others about how different place affect us. They will read realistic fiction and understand its elements. They will use language to make connections between reading and writing. They will plan, draft, and publish writing.	
Essential Question: How do different places affect us?	
Unit Readings Objectives:	
<ul style="list-style-type: none">- Describe setting using text evidence from literary text.- Ask and answer questions about characters in literary text.- Identify main ideas using text evidence from informational text.- Monitor comprehension about patterns and structures in poetry.	

- Make and confirm predictions about plot in realistic fiction.
- Generate questions for inquiry
- Research different places in the community
- Engage in productive collaboration
- Incorporate media
- Celebrate and reflect


Unit Readings Standards:

- 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.
- 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).
- 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. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
 - C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Unit Writing Objectives:

- Develop elements of writing.
- Develop the structure of writing.
- Apply writer's craft and conventions of language to develop and write different types of texts.
- Publish, celebrate, and assess different types of writing

Unit Writing Standards:

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

Unit Phonics Lessons: UFLI (University Florida Literacy Institute Foundations)

Week 7 to 12 (phonics skills and high frequency/irregular words)

7. closed and open syllables **(friend)**, compound words **(because)**
8. open/closed, tch /ch/ **(women, woman)**
9. Long VCC **(both)**, ending patterns review
10. ar /ar/ & or ore /or/ review, spelling /er; er, ir, ur, w+or
11. r-controlled vowels review **(father, water)**, ai, ay /ā/ **(today, very)**
12. ee, ea, ey /ē/ **(above, among)**, oa, ow, oe /ō/ **(again, against)**

Unit Phonics Standards:

Content Area: ELA Reading	Grade Level: Second
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Unit 2: Nature's Wonders (SAVVAS: My View Literacy)	Length of time: 6 weeks
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- B. Decode regularly spelled two-syllable words with long vowels.
- C. Decode words with common prefixes and suffixes.
- D. Identify words with inconsistent but common spelling/sound correspondences.
- E. Recognize and read grade-appropriate irregularly spelled words.
- F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).

- G. Identify the parts of high-frequency words that are regular and the parts that are irregular.
Essential Question: What patterns do we see in nature?

Unit Readings Objectives:

- Read grade-level text with accuracy and fluency to support comprehension.
- Read grade-level text with accuracy and fluency to support comprehension.

- Explain and use text features to locate details in a text
- Identify text structures to facilitate reading informational texts.
- Use text features to locate details in an informational text.
- Describe and understand setting and plot in realistic fiction.
- Generate questions for inquiry
- Research trees
- Engage in productive collaboration
- Incorporate media
- Celebrate and reflect

Unit Readings Standards:

- 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.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.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.

Unit Writing Objectives:

- Develop elements of informational writing.
- Develop the structure of informational writing
- Apply writer's craft and conventions of language to develop and write informational text.
- Publish, celebrate, and assess informational writing

Unit Writing Standards:

- W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.
 - A. Introduce a topic clearly.
 - B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Provide a conclusion.

Unit Phonics Lessons: UFLI (University Florida Literacy Institute Foundations)

Week 13 to 17 (phonics skills and high frequency/irregular words)

- 13. ie, igh /ī/ (**always, almost**), vowel teams review 1
- 14. oo, u /oo/ (**floor, poor, door**), oo / ū/ (**won, son**)
- 15. ew, ui, ue /ū/ (**month**), vowel teams review 2
- 16. Au, aw, augh /aw/ (**hour, minute**), ea /ě/, a /ǎ/ (**Monday, Wednesday**)
- 17. oi, oy /oi/ (**February**), ou, ow /ow/ (**eye, heart**)
- 18. Vowel teams and diphthongs review, kn /n/, wr /r/, mb /m/ (**about**)

Unit Phonics Standards:

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

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.

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

- A. Write legibly and with sufficient fluency to support composition.
- B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:
 - i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck
 - ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

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

- A. Regular, single-syllable words that include:
 - i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
 - ii. Complex consonant blends (scr, str, squ).
 - iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).
 - iv. Vowel-r combinations (turn, star, third, four/for).
- B. Regular two- and three-syllable words that:
 - i. Combine closed, open, vowel team, vowel-r and CVC syllables (compete; robot; violet; understand).
 - ii. Are compounds comprising familiar parts (houseboat; yellowtail).
- D. Most often used words in English:
 - i. Irregular words (against, many, enough, does).

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

9.4.2.Cl.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

9.4.2.Cl.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Social Studies

6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.

6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.

Assessments: Benchmark - STAR Early Lit **Summative** - Literary Text Comprehension Benchmark, Informational Text Benchmark, Written Response to Reading, Narrative Writing Benchmark, **Formative** - Multisyllabic Word Decoding Check, Oral Reading Fluency with Expression, Vocabulary in Context Quick Check, Grammar & Conventions Check, **Alternate** - Modified Reading Comprehension, Graphic Organizer Writing Option, Reduced Fluency Task,

Content Area: ELA Reading	Grade Level: Second
Unit 3: Our Traditions (SAVVAS: My View Literacy)	Length of time: 6 weeks
<p>Unit Theme: In this unit, students will talk with others to learn about traditions. Students will read different types of traditional tales and understand their elements. Students will use language to make connections between reading and writing. Students will use figurative language and sound devices to write poetry.</p>	
<p>Essential Question: What makes a tradition?</p>	
Unit Readings Objectives:	
<ul style="list-style-type: none"> - Use theme to determine key ideas in fables. - Make personal, textual, and societal connections to author's purpose. - Visualize details to compare and contrast stories - Make connections between author's purpose and ideas in other texts. - Use text features to make inferences about literary text. 	
Unit Readings Standards:	
<ul style="list-style-type: none"> - 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.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.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. - 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. 	

Unit Writing Objectives:

- Develop elements and structure of poetry
- Apply writers craft and conventions of language to develop and write poetry

Unit Writing Standards:

- 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.

Unit Phonics Lessons: UFLI (University Florida Literacy Institute Foundations)

Week 19 to 24 (phonics skills and high frequency/irregular words)

- 19. -s/-es (**answer**), -er/-est
- 20. -ly (honest, honor), -less, -ful
- 21. un- (**truth, truly**)/ pre-, re-
- 22. dis-, affixes review 1
- 23. doubling rule - ed, -ing (**busy**), doubling rule -er, -est (**build,built**)
- 24. drop -e rule (**sure**), -y to i rule (**laugh**)

Unit Phonics Standards:

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

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.

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

- A. Write legibly and with sufficient fluency to support composition.
- B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:
 - i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck
 - ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

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

- A. Regular, single-syllable words that include:
 - i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
 - ii. Complex consonant blends (scr, str, squ).
 - iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).
 - iv. Vowel-r combinations (turn, star, third, four/for).
- B. Regular two- and three-syllable words that:
 - i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete; robot; violet; understand).
 - ii. Are compounds comprising familiar parts (houseboat; yellowtail).
 - iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
- C. Words with suffixes that require:
 - i. consonant doubling (penning, slimmed).
 - ii. dropping silent-e (smiled, paving).

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- D. Most often used words in English:
 - i. Irregular words (against, many, enough, does).

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
 9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Social Studies

6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

Assessments: Benchmark - STAR Early Lit **Summative** - Literary Text Comprehension Benchmark, Informational Text Benchmark, Written Response to Reading, Narrative Writing Benchmark, **Formative** - Multisyllabic Word Decoding Check, Oral Reading Fluency with Expression, Vocabulary in Context Quick Check, Grammar & Conventions Check, **Alternate** - Modified Reading Comprehension, Graphic Organizer Writing Option, Reduced Fluency Task,

Content Area: ELA Reading	Grade Level: Second
Unit 4: Making a Difference (SAVVAS: My View Literacy)	Length of time: 6 weeks
<p>Unit Theme: In this unit, students will talk with others about why it is important to connect with other people. They will read narrative nonfiction and understand its elements. They will use language to make connections between reading and writing narrative nonfiction. They will use elements of narrative nonfiction to write a</p>	

personal narrative.

Essential Question: Why is it important to connect with other people?

Unit Readings Objectives:

- Recognize chronological order and other text structures in a biography
- Use text features to better understand a biography and connect it to society
- Identify and discuss the theme of a realistic fiction story
- Use the text structure in a biography to confirm and adjust predictions while reading
- Understand the characteristics of a persuasive text and monitor comprehension
- Generate questions for inquiry
- Engage in productive collaboration
- Incorporate media
- Celebrate and reflect

Unit Readings Standards:

- 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.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

Unit Writing Objectives:

- Develop the elements and structure of personal narrative writing
- Apply writers craft and conventions of language to develop and write a personal narrative

Unit Writing Standards:

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.

Unit Phonics Lessons: UFLI (University Florida Literacy Institute Foundations)

Week 25 to 30 (phonics skills and high frequency/irregular words)

- 25. -ar, -or/er/ (**whom**) air, are, ear /air/ (**whose**)
- 26. ear /ear/ (**toward**), alternate /ā/ (ei, ey, eigh, aigh, ea) (**through**)
- 27. alternate ū (ew, eu, ue/yū/:ou/ū) (**learn, earth, early**), ough /aw, /ō/ (**buy, guy**)
- 28. Signal vowels (c /s/, g /j/)(**guess, guest, guide**), ch/sh/, /k/; gn /n/, gh /g/; silent t (**young, touch**)
- 29. -sion, -tion, (**enough, tough, rough**) -ture
- 30. -er, -or, -ist/ -ish

Unit Phonics Standards:

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

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.

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

- A. Write legibly and with sufficient fluency to support composition.
- B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:
 - i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck
 - ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

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

- A. Regular, single-syllable words that include:
 - i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
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 - i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete; robot; violet; understand).
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 - i. consonant doubling (penning, slimmed).
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Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).
9.4.2.CI.2: Demonstrate originality and inventiveness in work (e.g., 1.3A.2CR1a).

Social Studies

6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).

6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.

Assessments: Benchmark - STAR Early Lit **Summative** - Literary Text Comprehension Benchmark, Informational Text Benchmark, Written Response to Reading, Narrative Writing Benchmark, **Formative** - Multisyllabic Word Decoding Check, Oral Reading Fluency with Expression, Vocabulary in Context Quick Check, Grammar & Conventions Check, **Alternate** - Modified Reading Comprehension, Graphic Organizer Writing Option, Reduced Fluency Task,

Content Area: ELA Reading	Grade Level: Second
Unit 5: Our Incredible Earth (SAVVAS: My View Literacy)	Length of time: 5 weeks
Unit Theme: In this unit, students will talk with others about how earth changes. They will read different types of informational text and understand their features and structures. They will use language to make connections between reading and writing informational text. They will use elements of informational text to write a procedural text.	
Essential Question: How does earth change?	

Unit Readings Objectives:

- Make connections and monitor comprehension of an informational text
- Compare and contrast important points from two texts and develop new understandings
- Identify the elements of a play and confirm or adjust predictions
- Explain the patterns and structures found in a poem
- Identify the main idea of informational text and make inferences
- Generate questions for inquiry
- Engage in productive collaboration
- Incorporate media
- Celebrate and reflect

Unit Readings Standards:

- RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.
- RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

Unit Writing Objectives:

- Develop the elements and structure of procedural writing
- Apply writers craft and conventions of language to develop and write procedural text

Unit Writing Standards:

- W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.
 - A. Introduce a topic clearly.
 - B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
 - C. Provide a conclusion.

Unit Phonics Lessons: UFLI (University Florida Literacy Institute Foundations)

Week 31 to 35 (phonics skills and high frequency/irregular words)

31. -y / -ness
32. -ment / -able, -ible
33. uni-, bi-, tri- / affixes review 2
34. Review
35. Review

Unit Phonics Standards:

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

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.

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

- A. Write legibly and with sufficient fluency to support composition.
- B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:
 - i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck

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

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

- A.Regular, single-syllable words that include:
 - i.Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
 - ii.Complex consonant blends (scr, str, squ).
 - iii.Less common vowel teams for long vowels (ow, oo, au, ou, ue).
 - iv.Vowel-r combinations (turn, star, third, four/for).
- B. Regular two- and three-syllable words that:
 - i.Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).
 - ii.Are compounds comprising familiar parts (houseboat; yellowtail).
 - iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
- C.Words with suffixes that require:
 - i. consonant doubling (penning, slimmed).
 - ii. dropping silent-e (smiled, paving).
- D.Most often used words in English:
 - i.Irregular words (against, many, enough, does).

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Social Studies

6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.

6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.

INTERDISCIPLINARY CONNECTIONS

Other Core Content Areas

Math:

- 2.DL.A.1: Understand that people collect data to answer questions. Understand that data can vary.
- 2.M.C.7: Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

Social Studies:

- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.
- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence).
- 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.

Science

- K-2-ETS1-1 Ask questions, make observations, and gather information about a situation people want to change (e.g., climate change) to define a simple problem that can be solved through the development of a new or improved object or tool.

Visual and Performing Arts

- 1.5.2.Cr1a: Engage in individual and collaborative exploration of materials and ideas through multiple approaches, from imaginative play to brainstorming, to solve art and design problems.
- 1.5.2.Cr1b: Engage in individual and collaborative art making through observation and investigation of the world, and in response to personal

	<p>interests and curiosity.</p> <ul style="list-style-type: none"> - 1.5.2.Cr2c: Create art that represents natural and constructed environments. Identify and classify uses of everyday objects through drawings, diagrams, sculptures or other visual means including repurposing objects to make something new. - 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community. 			
Career Readiness, Life Literacies and Key Skills	<ul style="list-style-type: none"> - 9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. - 9.4.2.CI.2: Demonstrate originality and inventiveness in work. - 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. - 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). - 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. - 9.4.2.IML.3: Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults. 			
Computer Science and Design Thinking	<ul style="list-style-type: none"> - 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. - 8.1.2.AP.4: Break down a task into a sequence of steps. - 8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process. - 8.2.2.ITH.5: Design a solution to a problem affecting the community in a collaborative team and explain the intended impact of the solution. 			
MODIFICATIONS				
English Language Learners	Special Education	At-Risk of School Failure	Gifted and Talented	504
Scaffolding Word walls	Word walls	Teacher tutoring Peer tutoring	Curriculum compacting Challenge assignments	Word walls Visual aides

Sentence/paragraph frames	Visual aides	Study guides	Enrichment activities	Graphic organizers
Bilingual dictionaries/translation	Graphic organizers	Graphic organizers	Tiered activities	Multimedia
Think Alouds	Multimedia	Extended time	Independent research/inquiry	Leveled readers
Read Alouds	Leveled-readers	Parent communication	Collaborative teamwork	Assistive technology
Highlight key vocabulary	Assistive technology	Modified assignments	Higher level questioning	Notes/summaries
Annotation guides	Notes/summaries	Counseling	Critical/Analytical thinking tasks	Extended time
Think-pair-share	Extended time		Self-directed activities	Answer masking
Visual aides	Answer masking			Answer eliminator
Modeling	Answer eliminator			Highlighter
Cognates	Highlighter			Color contrast
	Color Contrast			Parent communication
				Modified assignments
				Counseling