Original Adoption:	July 14, 2015 Revised June, 2024
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Beach Haven 2nd Grade English Language Arts (ELA) Curriculum	
Content Area: English Language Arts	
Course Title: ELA	**Grade Level: 2**
Unit 1: **Reading**: Becoming A Big Kid Reader, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing:** Lessons from the Masters: Improving Narrative Writing (Book 1), Shared Writing, Interactive Writing **Phonics**: Level 2 Fundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	30 Days

Unit 2: **Reading**: Becoming Experts, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing**: Chapter Books, Writing Non-fiction from the Heart, Shared Writing, Interactive Writing **Phonics**: Level 2 Fundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	30 Days
Unit 3: **Reading**: Tackling Longer Words and Longer Books, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing**: Writing About Reading (Book 3), Shared Writing, Interactive Writing **Phonics**: Level 2 Fundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	30 Days
Unit 4: **Reading:** Stepping into the World of the Story (Book 4), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing**: Poetry: Big Thoughts Small Packages (Book 4), Shared Writing, Interactive Writing	30 Days

Phonics: Level 2 Fundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	
Unit 5: **Reading**: Growing Knowledge Together (Book 5), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing**: Lab Reports and Science Books (Book 2), Writing Like A Scientist, Conducting Experiments **Phonics:** Level 2 Fundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	30 Days
Unit 6: **Reading:** Series Book Clubs (Book 4), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing:** Writing Gripping Fictional Stories (If...Then…), Shared Writing, Interactive Writing **Phonics:** Level 2 Fundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	30 Days

Alignment with State Mandates
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)
- History of disabled and LGBT persons included in middle and high school curriculum (Section 18A:35-4.35)
- Climate Change - to prepare students to understand how and why climate change happens, the impact it has on our local and global communities and to act in informed and sustainable ways. Please click here for specific examples (by subject).
- History and contributions of Asian Americans and Pacific Islanders (N.J.S.A. 18A:35-4.44)

Introduction

During the school year, the teacher will establish a literature-rich climate by utilizing Reading and Writing curricula, with a focus on Science of Reading. In 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. In Reading, teachers will use complex, authentic texts to engage students in opportunities to practice close reading strategies across a variety of genres and formats. Using a consistent Read, Talk, Write model in which teacher-led discussion and small group collaboration is central to student achievement. Lessons are scaffolded to build students' confidence as they develop important critical thinking and analytical skills. They are engaged by the variety of real-world source texts, from literature and poetry to blogs and news articles. Ready Writing interweaves the writing with grade level science and social studies themes to develop thoughtful, analytical writers. Through teacher-led instruction that fosters independence, students engage actively with source texts, learning to research for evidence and acquiring writing strategies and tips to help students become fluent, fluid writers.

Students in 2nd Grade ELA will complete six units that focus on these critical areas: reading and comprehending fiction and non-fiction texts, a study of phonics skills, word study, vocabulary, grammar. Grade 2 Units of Study in Reading: In second grade, children move from a "little-kid" focus on print to a "big-kid" focus on meaning. It also teaches children to take charge of their reading, drawing on everything they know to figure out hard words, understand author's craft, build big ideas about the books they read and learn more about familiar topics and grow understanding of new topics while working on word solving, vocabulary

development, and comparing and contrasting information across texts. Students will also work within book clubs to study author's craft to understand ways authors use word choice, figurative language, punctuation, and even patterns to construct a series and evoke feelings in readers. The writing units invite second-graders into author studies that help them craft powerful true stories, science investigations and lab reports, and finally, into some very grown-up writing about reading. Students will write in a variety of genres (narrative, informative, persuasive, poetry, and research). Students learn how to create engaging narratives by stretching out small moments and writing in detail, use inspirational nonfiction texts to help students design and write about experiments and other scientific information, read closely and gather evidence from texts to craft persuasive arguments and children explore and savor language. Students learn to use line breaks to express the meaning and rhythm they intend and use visualization and figures of speech to make their writing more clear and powerful. All ELA units follow the NJ Student Learning Standards to meet grade 2 expectations. Student progress will be measured in a variety of methods.

Unit 1: **Reading**: Becoming A Big Kid Reader, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing:** Lessons from the Masters: Improving Narrative Writing (Book 1), Shared Writing, Interactive Writing **Phonics**: Level 2 Fundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	**Duration: 30 days**
Standards/Learning Targets	
Focus Standards (Major Standards)	

Progress Indicators - Key Ideas and Details in Informational Texts

Reading Domain

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.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.

Foundational Skills: Reading Language

Phonics and Word Recognition

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

A. Know spelling-sound correspondences for common vowel teams.
B. Decode regularly spelled two-syllable words with long vowels.
C. Decode words with common prefixes and suffixes.
D. Identify words with inconsistent but common spelling-sound correspondences.
E. Recognize and read grade-appropriate irregularly spelled words.
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.

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.

Foundational Skills: Writing Language

Sound-Letter Basics

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.

Spelling

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).
    v. Contractions (we'll; I'm; they've; don't).
    vi. Homophones (bear, bare; past, passed).
    vii. Plurals and possessives (its, it's).
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).
    ii. Pattern-based words (which, kind, have).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
B. Capitalize holidays, product names and geographic names.
C. Supply adjectives in noun phrases to make them more precise or engaging.
D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
F. Use an apostrophe to form contractions and frequently occurring possessives.

G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
B. Compare formal and informal uses of English.

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.

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).
C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

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.

opportunity to integrate climate change education.

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.

Writing

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.

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.

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.

Supporting and Additional 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.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.

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.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

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.2.2. 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).
v. Contractions (we'll; I'm; they've; don't).
vi. Homophones (bear, bare; past, passed).
vii. Plurals and possessives (its, it's).

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).

ii. Pattern-based words (which, kind, have)**.**

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.

B. Capitalize holidays, product names and geographic names.

C. Supply adjectives in noun phrases to make them more precise or engaging.

D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.

F. Use an apostrophe to form contractions and frequently occurring possessives.

G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

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.

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).

C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

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.

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

A. Introduce a topic clearly.
B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
C. Provide a conclusion.

W.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.

Primary 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.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindness, compassion, civility, persistence).
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).
6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Computer Science and Design Thinking Standards

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.

8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems.

8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology.

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.

8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.

8.1.2.NI.4: Explain why access to devices needs to be secured.

8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device

8.1.2.DA.3: Identify and describe patterns in data visualizations.

8.1.2.DA.4: Make predictions based on data using charts or graphs.

Career Readiness, Life Literacies, and Key Skills

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.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Evidence of Student Learning

Performance Tasks/Use of Technology	**Summative**
● Conferencing with individual students	● Unit Test

- Small group
- Observation Notes and Checklists
- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Writing sentences using the because, but, so method.
- Resources from third party vendors such as:
    - Kahoot
    - Flipgrid
    - Epic
    - BrainPop Jr.
    - Raz Plus
    - Fun Hub
    - Scholastic News
    - Freckle.com
    - Reading A-Z

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups

- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Fundations Unit Assessments
- Concepts of print assessment
- Readers Workshop sight word/high frequency word assessment
- Weekly Data from tracking students (clipboard or other)
- Writing; sentences and open responses
- Vocabulary assessment

Benchmark Assessments

- DRA
- Spelling Inventory
- DIBELS (Early Literacy Screening)
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt

● Whiteboard Assessments ● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) ● Graphic Organizers ● Exit Slips **Alternative Assessments** ● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time ● My Reading Log and Reflections ● Fundations Fluency Kit Assessments ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**
Unit Essential Questions <u>Reading:</u> ● How do readers make decisions based on habits, volume, and stamina? ● What do readers think about before, during, and after reading? ● What can partners talk about to grow ideas about their reading? ● How do readers become independent problem solvers?	**Unit Goals** **<u>Reading:</u>** *The Student will:* ● Establish routines, procedures, and expectations for reading time in second grade ● Identify strategies for staying focused and building stamina ● Identify ways to read and talk about books with partners

- How can I get ready to share books I'm reading with my partner, retelling the important parts or parts that stood out to me and talking about what I've learned?

Writing:

- How can I write narrative stories that recount well-elaborated events or short sequences of events focused on a single topic?
- How can I include details to describe actions, thoughts, and feelings, and use temporal words to signal event order as well as make my stories more exciting?
- How can I provide a sense of closure to my stories?
- How can I revise my stories to strengthen them?
- What are habits that good writers use when writing personal narratives?
- What are the routines, procedures, and expectations of writing workshop and working with our partnerships?
- How do writers take the strategies of one mentor author and try their craft in their own writing?

Phonics:

- How can I use letter sounds to read and write words?
- How do letter sounds help me read words I do not know?
- How do letter patterns help me learn to read words I do not know?

Enduring Understandings

Reading:

- Readers have skills and strategies to help them tackle complex texts and hard words
- Readers choose just-right books and push themselves to read more
- Read with voice and meaning
- Target Skill: identify predicting, characters, author's purpose, setting, drawing conclusions make connections to their lives or other stories.
- Retelling and monitoring for sense
- Use prior knowledge

Writing:

The Student will:

- Understand the writing process
- Establish routines and expectations
- Build their writing stamina and proficiency
- Develop small moment narratives and strengthen narrative writing by building upon their repertoire of strategies
- Students notice craftsmanship of one author and then apply that craft to their own work
- Students produce a well developed piece of writing to develop high-level skills in narrative writing

Phonics:

In the area of Phonics Students Will:

- Know and apply grade-level phonics and word-analysis skills in decoding words
- Segment syllables into sounds (phonemes)–up to six sounds

• Readers choose just-right books and push themselves to read more • Establish routines, procedures, and expectations for reading time in second grade • Readers are always thinking- before, during, and after the book. • Identify strategies for staying focused and building stamina • Readers have skills and strategies to help them tackle complex texts and hard words • Identify ways to read and talk about books with partners Writing: • Writers have routines and procedures to follow in a workshop setting and with their writing partnerships • Writers can write narrative stories focused on a single topic • Include details to describe actions, thoughts, and feelings to make my story more exciting • Writers think about a topic, rehearse it, sketch their ideas and then write as a strategy for their narrative writing • Writers need to edit their writing for capitalization, punctuation, and spelling. • Writers have various planning strategies for drafting our small moment writing. Phonics: • Understanding letter sounds can apply to reading and writing fluently	• Identify word structures such as vowels, consonants, blends, digraphs, and digraph blends • Identify parts of words (syllables, base words, suffixes) • Identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, and consonant-le • Distinguish long and short vowels when reading regularly spelled one-syllable words • Read and spell words with short vowels • Read and spell words with long vowels in vowel-consonant-e and open syllables • Read and spell words with r-controlled vowels (ar, er, ir, or, ur) • Read and spell words with vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw) • Read and spell words with unexpected vowel sounds (old, ild, ind, ost, olt, ive) • Read and spell words with suffixes (-s, -es, -ed,-ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty) • Read and spell words with common prefixes (un-, dis-, mis-, non-, trans-, pre-, pro-, re-, de-) • Read and spell phonetically regular one-, two- and three-syllable words • Identify words with inconsistent but common spelling-sound correspondences

• Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know	
Instructional Plan	
Suggested Activities	**Resources**
Lesson Example: Big Kid Readers Stop and Think as They Read **I Do:** I model how big kid readers make sure their reading makes sense by stopping and thinking as they go. I open a just-right text and begin reading aloud, then purposely read something that doesn't fit the story. I pause and think aloud: "Hmm… that didn't make sense. Big kid readers don't just keep going—we stop and fix it." I reread the sentence slowly, check the picture for clues, and correct my reading so it matches the story. I explain that good readers always ask themselves, *Does this part make sense?* and go back when it doesn't. **We Do:** Together, the class practices stopping and thinking to check for meaning. I display a short shared passage and read it aloud with students. When we get to a tricky or confusing part, we pause and I ask the class, "Did that make sense to you?" Students turn and talk, then as a group we decide to reread the sentence and look for clues in the picture or surrounding text. I guide them to	**Resources for on-grade students:** • *Supporting All Reader's Book* • Partners (turn-and-talk, heterogenous, homogenous) • Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words) • Anchor Charts • Graphic organizer with sentence stems **Resources for students approaching grade level expectations:** • *Supporting All Reader's Book* • Document Camera for magnified visual • Listening option (ex. Epic) • RTI Progress Monitoring • Graphic organizer partially filled in by teacher • White boards • Beginning, middle and end graphic organizer • Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words) **Resources for students exceeding grade level expectations:** • Independent or partner read and retell at own level. • Self-assess using retell checklist • "I wonder" questions • Compare and contrast the setting in the beginning,

fix the part that sounded off and confirm that our new reading matches the story and makes sense. **They Do:** Students independently practice reading like big kid readers during their own book time. They choose a just-right book and read, stopping whenever something sounds confusing or doesn't make sense. They reread, check the pictures, or look closely at the words to solve the trouble spot. When they finish reading, students mark one place with a sticky note where they used a big kid reader strategy and then share that moment with a partner. They explain what didn't make sense and how they fixed it to better understand the story. **Lesson Example: Using Precise Details to Bring a Moment to Life** **I Do:** I model how writers study master authors to make their own writing stronger by showing students a short excerpt from a mentor text, such as Cynthia Rylant or Patricia Polacco. I read one sentence aloud and point out how the author uses precise details—like describing the sound of the gravel crunching or the color of the sky—to help readers picture the moment clearly. Then I open my own writing notebook and show a simple sentence from my narrative, such as "I walked into the room." I think aloud as I revise the sentence right in front of them: "What did it *look* like? What did I *hear*?" I add details so it becomes "I tiptoed into the quiet room, the wooden floor creaking under my feet." I explain that adding small, exact details helps the reader	middle, end of story ● First/Next/Then/Last Story Map including more details Useful Websites such as: ● Heinemann Flights ● Reading A-Z ● Scholastic news ● Raz Plus ● Epic ● Fun Hub ● You Tube ● Ocean County Library

feel like they are right there in the moment. **We Do:** Together, we practice strengthening a sentence from a shared class story or modeled narrative. I choose a basic line, such as "We played outside," and ask the class to help me improve it using the strategies we saw in the mentor text. Students turn and talk about what precise details we might add—"What did it look like outside? What sounds did we hear? What exactly were we doing?" As students share ideas, I write and revise in real time, adding vivid details like "We raced across the playground, the cold wind brushing our cheeks as the swings clattered behind us." I show how we read the new sentence aloud to see if it paints a clearer picture and captures the moment better. **They Do:** Students return to their own writing notebooks and choose a plain sentence from their narratives that would benefit from stronger details. They reread it, think about what they saw, heard, felt, or noticed in the moment, and revise the sentence by adding precise, vivid details. As they work, I circulate and confer, prompting them with questions like "What exactly happened?" or "What could you describe to help your reader picture this moment?" Once finished, students underline the revised sentence and share it with a partner, explaining how the added details made their writing clearer and more engaging for the reader. **Fundations- Phonemic awareness, phonics, letter-sound**	

correspondence, spelling, and handwriting **Lesson Example: Reviewing Closed Syllables and Marking Up Words** **I Do:** I model how Fundations readers use closed-syllable rules to decode and mark up words. I write the word **"basket"** on the board and say, "Watch how I break this into syllables to help me read it." I underline **bas** and **ket**, then tap each syllable slowly. I explain that each part has a short vowel because it is a closed syllable—each vowel is followed by a consonant. I tap out **/b/ /a/ /s/** and **/k/ /e/ /t/** and blend them together. Then I draw a breve over each short vowel and label each syllable with a **C** for "closed." I think aloud: "The consonant at the end closes the vowel, so I know it says the short sound." **We Do:** Together, we mark up and decode a new word using the same strategy. I write **"sunset"** on the board and ask students to help me find the syllable break. We identify **sun** and **set** as two closed syllables and underline each one. We tap out each syllable together while saying the sounds, then blend them to read the full word. As a group, we add breves over the vowels and label each syllable **C** for closed syllable. We reread the word smoothly, checking to be sure both vowel sounds are short and that the word makes sense aloud. **They Do:**	

Students independently practice marking up and decoding words from Unit 1. I give them three closed-syllable words such as **“napkin,” “basket,”** and **“rusted.”** They underline each syllable, tap and say the sounds, draw breves over short vowels, and label each syllable type. After marking up each word, they read the word aloud to a partner. Students then choose one word to write in a sentence, making sure they can read and understand the meaning. I walk around, checking for accurate tapping, marking, and decoding. **Social Studies Lesson:** **What if Kids Ruled the World, written by: Linda Bailey** **I Do:** Place questions on the Smartboard one at a time: What if kids ruled the world? What if kids got to make all the decisions? Would this be a good thing, or not? Why? How would you do things differently if there were no adults to tell you what to do? Listen or read What if Kids Ruled the World, written by, Linda Bailey **We Do:** Students will work in small groups and answer the above questions. Then using the book find examples of why it would be a good or bad idea for kids to make the rules. **They Do:** Students will be given a starting prompt; If I ruled the world, I would…… Students will write their responses using the because, but, so extended sentence response. Then they will share with their partner and discuss how to be accepting of one another's ideas.	

***Mandate: Holocaust and genocide**: (N.J.S.A.18A:35-28) Read; *I Love Saturdays y Domingos by: Alma Flor Aba* **I Do:** Ask students about their visits to their grandparents' homes or other relatives' homes. Students will share with partners. Then invite a few to share their experiences with the class. **We Do:** Read - *I Love Saturdays y Domingos* Students will take notes and write details as they listen to the story. **They Do:** Students work with a partner and discuss how this story makes them think about their family. Do they speak different languages? Who do they visit? Invite students to share their answers.	

Suggested Options for Differentiation

Multilingual Learners English Language Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction

- Choral reading
- Chants, rhymes, songs
- Use a highlighter for key ideas, vocabulary
- Write helpful hints in margins of copied materials
- Provide copy of all notes
- Preferential seating
- Use manipulatives
- Use graphic organizers
- Reinforce vocabulary within the content
- Assign a picture or movement to vocabulary words
- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- 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”
- Strategic grouping for reading (Guided Reading,Strategy Groups)

- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- 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
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments

- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Gifted And Talented:

- 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)
- Ask Higher Order Thinking Questions
- Higher level books

- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf ‘variety of genre’
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School 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
- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in’s during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Core Instructional and Supplemental Materials and Resources:

Student Books
Teaching Resource Book
Language Handbook
Sound Phonics Cards
High Frequency Word Wall
Tutorials to Show Sounds
Graphic Organizers
At the start of Bend I, familiar books and charts from first grade and channel students to read these from shared, leveled bins that you put in the center of
each table.

You will want to have some decodable books designed to support students' end-of-first-grade phonics.
Book baggies or magazine boxes
Sticky notes
Printable word cards and decodable books
Anchor Charts: "Big Kid Readers" and "Let's Talk about Books"
Your library stocked with Series books to support a range of readers
Read aloud books
Word thermometers for different feeling words
Anchor chart for whole-class conversation: "Let's Talk as a Class"
Writing center with writing booklets, plus additional paper and writing tools such as pens and pencils
Revision toolkit(s) - stapler, staple remover, tape, post-its, purple pens, revision strips
Whiteboards and dry erase markers
Charts/tools from phonics
Pocket folder for each student
Anchor Charts: "Writing Small Moments that Matter," "Revise By Asking, "How Can I Make This the Best It Can Be?," "We Can Write Stories Just Like,
'Ocean Clean Up Crew'"

- Fundations student toolkit
- Fundations Teacher Toolkits
- Units of Study for Teaching Writing by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- Units of Study for Teaching Reading by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2023
- https://www.heinemann.com/
- http://www.starfall.com
- http://www.abcya.com
- http://www.readinga-z.com
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com

- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- https://www.softschools.com/
- Jump rope readers

Various Levels of Text:
Jellyfish: Mysterious Creatures From The Sea by Michele Dufresne
Emma Every Day: Crazy for Apples by C.L. Reid
Days with Frog and Toad by Arnold Lobel
Evelyn Del Rey is Moving Away by Meg Medine

Demonstration Texts
Jellyfish: Mysterious Creatures from the Sea by Michèle Dufresne (580L) Guided Reading Level N/A
Emma Every Day: Crazy for Apples by C. L. Reid (490L) Guided Reading Level K

Let's Gather Read Aloud Texts
Evelyn Del Rey Is Moving Away by Meg Medina and illustrated by Sonia Sánchez (700L) Guided Reading Level M
My First Day by Phùng Nguyên Quang (680L) Guided Reading Level N
The Arabic Quilt: An Immigrant Story by Aya Khalil and illustrated by Anait Semirdzhyan (710L) Guided Reading Level K
Read! Read! Read!, a collection of twenty-three poems about reading by Amy Ludwig VanDerwater and illustrated by Ryan O'Rourke (540L) Guided Reading Level N/A

Mentor Texts
The Ring Bearer by Floyd Cooper (540L) Guided Reading Level H
Ocean Clean Up Crew by Elizabeth Franco (N/A)

Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations

- Leveled Text according to data
- RazPlus
- Can also use a third party vendor websites such as ReadWorks leveled passages with questions.

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations

- Leveled Text according to data
- RazPlus
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- Leveled Text according to data
- RazPlus
- District approved Novels

Unit Reflections

Teacher Notes:

Unit 2: **Reading**: Becoming Experts, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening	**Duration: 30 days**

Writing: Chapter Books, Writing Non-fiction from the Heart, Shared Writing, Interactive Writing **Phonics**: Level 2 Fundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	

Standards/Learning Targets

Focus Standards (Major Standards)

Progress Indicators - Key Ideas and Details in Literature Texts

Foundational Skills: Reading Language
Phonics and Word Recognition
L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

H. Know spelling-sound correspondences for common vowel teams.
I. Decode regularly spelled two-syllable words with long vowels.
J. Decode words with common prefixes and suffixes.
K. Identify words with inconsistent but common spelling-sound correspondences.
L. Recognize and read grade-appropriate irregularly spelled words.
M. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
N. Identify the parts of high-frequency words that are regular and the parts that are irregular.

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

D. Read grade-level text with purpose and understanding.
E. Read grade-level text orally with accuracy, appropriate rate, and expression.
F. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language
Sound-Letter Basics
L.WF.2.1. Demonstrate command of the conventions of writing.

C. Write legibly and with sufficient fluency to support composition.

D. 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.

Spelling

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

E. 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).
    v. Contractions (we'll; I'm; they've; don't).
    vi. Homophones (bear, bare; past, passed).
    vii. Plurals and possessives (its, it's).
F. 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).
G. Words with suffixes that require:
    i. consonant doubling (penning, slimmed).
    ii. dropping silent-e (smiled, paving).
H. Most often used words in English:
    i. Irregular words (against, many, enough, does).
    ii. Pattern-based words (which, kind, have).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

H. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
I. Capitalize holidays, product names and geographic names.
J. Supply adjectives in noun phrases to make them more precise or engaging.
K. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
L. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
M. Use an apostrophe to form contractions and frequently occurring possessives.

N. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

C. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

D. Compare formal and informal uses of English.

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.

F. Use sentence-level context as a clue to the meaning of a word or phrase.

G. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

H. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

I. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

J. 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.

D. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

E. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

F. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Reading Domain

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.

Speaking and Listening

SL.PE.2.1.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).

SL.PE.2.1.B Build on others' talk in conversations by linking their explicit comments to the remarks of others.

SL.PE.2.1.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.

Writing Domain

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

A. Introduce a topic clearly.
B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
C. Provide a conclusion.

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

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.

Supporting and Additional 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.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 literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.

A. Introduce an opinion.
B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
C. Provide a conclusion.

W.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.

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.

Primary 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.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindness, compassion, civility, persistence).
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).

Computer Science and Design Thinking Standards

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.
8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems.
8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology.
8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.
8.1.2.NI.4: Explain why access to devices needs to be secured.
8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device
8.1.2.DA.3: Identify and describe patterns in data visualizations.
8.1.2.DA.4: Make predictions based on data using charts or graphs.

Career Readiness, Life Literacies, and Key Skills

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.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).

9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- Observation Notes and Checklists
- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Writing sentences using the because, but, so method.
- Resources from third party vendors such as:
  - Kahoot
  - Flipgrid
  - Epic
  - BrainPop Jr.
  - Raz Plus
  - Fun Hub
  - Scholastic News

Summative

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Fundations Unit Assessments
- Concepts of print assessment
- Readers Workshop sight word/high frequency word assessment
- Weekly Data from tracking students (clipboard or other)
- Writing; sentences and open responses
- Vocabulary assessment

Benchmark Assessments

○ Freckle.com ○ Reading A-Z **Formative Assessments** ● Anecdotal Notes ● Student/Teacher Observations ● Reading Conferences ● Writing Conferences ● Guided Reading Lessons ● Strategy Groups ● Reader's Notebooks ● Writer's Notebooks ● Class Discussions ● Think-Pair-Share ● Peer/Self Assessment ● Cooperative Learning Groups ● Whiteboard Assessments ● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) ● Graphic Organizers ● Exit Slips **Alternative Assessments** ● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time ● My Reading Log and Reflections ● Fundations Fluency Kit Assessments	● DRA ● Spelling Inventory ● DIBELS (Early Literacy Screening) ● Beginning of the year SGO assessments ● Mid-Year SGO assessments ● End-of-Year SGO assessments ● Pre and post-unit writing prompt

• Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**
Unit Essential Questions **<u>Reading</u>**: • How do nonfiction readers read to become smarter about our world? • How do nonfiction readers accumulate information by seeing more than just the text on the page? • How do nonfiction readers tackle tricky words in books? • How can I get ready to share books I'm reading with my partner, retelling the important parts or parts that stood out to me and talking about what I've learned? **<u>Writing:</u>** • How can writers use what they know about organization, details, and editing to write informational books? • How can I learn from a mentor author to make my information books longer and more interesting? • How can writers revise books by studying and researching topics? • How can writers improve their editing skills? • How can writers include text features to strengthen nonfiction writing? **<u>Phonics:</u>**	**Unit Goals** **<u>Reading:</u>** *The Student Will:* • Establish routines, procedures, and expectations for reading time in second grade • Read books across a topic • Identify strategies for staying focused and building stamina • Identify ways to read and talk about books with partners • Use strategies for solving tricky word and vocabulary development • Use strategies for accumulating information • Read various books to learn about a specific topic • Use text to accumulate information and ask questions • Understand and identify nonfiction text features • Use prior knowledge **<u>Writing:</u>** The Student will: • Use the writing process to plan, write, and publish their work • Establish routines and expectations • Build their writing stamina and proficiency

- How can I use letter sounds to read and write words?
- How do letter sounds help me read words I do not know?
- How do letter patterns help me learn to read words I do not know?

Enduring Understandings

Reading:

Students will…

- Read books across a topic
- Understand main ideas and details of a nonfiction text
- Pay attention to text structure to hold on to meaning
- Use many skills and strategies to tackle the hard words that complicate meaning
- Readers prepare and plan for partner reading time.
- Use comprehensive strategies for nonfiction texts

Writing:

Students will…

● Follow routines and procedures in a workshop setting and with their writing partnerships
● Revise and edit their writing for capitalization, punctuation, and spelling.
● Gather information about their topic through a variety of ways
● Write with stamina, volume, and independence
● Write with elaboration and study a mentor text to make information books longer and more interesting

- State a clear purpose and maintain focus with sharp ideas
- Use text features to add additional details to writing
- Use relative vocabulary in informational writing piece
- Revise and edit for varied purposes including proofread for correct spelling, grammar, usage, and mechanics
- Develop their own informational writing piece about a topic of their choice

Phonics:

In the area of Phonics Students Will:

- Know and apply grade-level phonics and word-analysis skills in decoding words
- Segment syllables into sounds (phonemes)–up to six sounds
- Identify word structures such as vowels, consonants, blends, digraphs, and digraph blends
- Identify parts of words (syllables, base words, suffixes)
- Identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, and consonant-le
- Distinguish long and short vowels when reading regularly spelled one-syllable words
- Read and spell words with short vowels
- Read and spell words with long vowels in vowel-consonant-e and open syllables
- Read and spell words with r-controlled vowels (ar, er, ir, or, ur)
- Read and spell words with vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw)
- Read and spell words with unexpected vowel sounds (old, ild, ind, ost, olt, ive)

Phonics: ● Understanding letter sounds can apply to reading and writing fluently ● Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know	● Read and spell words with suffixes (-s, -es, -ed,-ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty) ● Read and spell words with common prefixes (un-, dis-, mis-, non-, trans-, pre-, pro-, re-, de-) ● Read and spell phonetically regular one-, two- and three-syllable words ● Identify words with inconsistent but common spelling-sound correspondences
Instructional Plan	
Suggested Activities	**Resources**
Lesson Example: Writers Use Personal Knowledge to Teach Readers **I Do:** I model how writers can turn what they know into a nonfiction chapter. I open my notebook and say, "I want to teach readers something about dogs because I know a lot about them from my own experiences." I think aloud as I write a short section: "Dogs need walks every day. I notice how they get excited and wag their tails. I can describe this so my readers understand what it looks and feels like." I show students how I add details and small illustrations to make my writing clear and helpful. I explain that nonfiction writing comes from our own knowledge and observations, not just from reading. **We Do:**	**Resources for on-grade students:** ● *Supporting All Reader's Book* ● Partners (turn-and-talk, heterogenous, homogenous) ● Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words) ● Anchor Charts ● Graphic organizer with sentence stems **Resources for students approaching grade level expectations:** ● *Supporting All Reader's Book* ● Document Camera for magnified visual ● Listening option (ex. Epic) ● RTI Progress Monitoring ● Graphic organizer partially filled in by teacher ● White boards ● Beginning, middle and end graphic organizer ● Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)

Together, we co-write a short nonfiction section about a shared topic, such as “How to Take Care of a Classroom Plant.” I guide students to brainstorm what they know about the topic, and we decide what’s most important for readers to learn. We write sentences together, modeling how to include small, helpful details like “Water it gently so the soil is damp, not soaked” and add a simple illustration to show the step. We reread our sentences and discuss how each one teaches the reader something new. **They Do:** Students choose a nonfiction topic they know well—like pets, sports, or cooking—and write a short section in their notebooks. They add details, examples, and small illustrations to help their readers understand. As they write, I confer individually or in small groups, asking questions like “What else can your reader learn here?” or “How can you show this with a picture?” At the end, students share their sections with a partner, explaining what they taught and receiving feedback on how clearly they communicated their knowledge. **Lesson Example: Readers Study Nonfiction to Become Experts** **I Do:** I model how readers become experts by studying a nonfiction text closely. I hold up a book about butterflies and think aloud as I read: “I notice the text says butterflies drink nectar from flowers. I see a picture showing the butterfly’s long tongue. I can	**Resources for students exceeding grade level expectations:** ● Independent or partner read and retell at own level. ● Self-assess using retell checklist ● “I wonder” questions ● Compare and contrast the setting in the beginning, middle, end of story ● First/Next/Then/Last Story Map including more details Useful Websites such as: ● Heinemann Flights ● Reading A-Z ● Scholastic news ● Raz Plus ● Epic ● Fun Hub ● You Tube ● Ocean County Library

use both the words and the picture to understand and remember this fact." I demonstrate jotting a quick note or drawing a small sketch in my notebook to capture what I've learned. I explain that expert readers pay attention to details, check information carefully, and keep track of what they learn so they can teach others. **We Do:** Together, we explore a short shared nonfiction passage about animals. I ask students to notice important facts, and we stop on a page to discuss what the text and pictures teach us. Students point out details, and we record them as a class list, highlighting interesting or surprising facts. I model how to paraphrase the information in our own words and add a quick sketch to show understanding. We read aloud, pause, and discuss multiple times, showing how rereading carefully helps us become experts about the topic. **They Do:** Students choose their own nonfiction book from their baggies and read independently. They stop on each page to notice facts, jot notes, or draw quick sketches of what they learn. Students practice explaining a fact to a partner, using the details from the text and illustrations to teach them something new. I circulate to confer, asking questions like, "What did you notice here? How can you explain it so someone else could understand?" At the end, students share one interesting fact they learned with the class, showing how expert readers capture and communicate knowledge.	

Fundations- Phonemic awareness, phonics, letter-sound correspondence, spelling, and handwriting **Lesson Example: Adding Suffixes (-s, -es, -ed, -ing) to Base Words** **I Do:** I model how to add suffixes to base words by showing the word **"jump."** I say, "Watch how I figure out whether I can just add the suffix or if I need to change the word." I write **jump + ing** and explain that since jump ends with a consonant and has a closed syllable with a short vowel, I can simply add **-ing** without doubling the consonant. I tap out the base word **jump**, then read the full word **jumping**. I underline the base word once, circle the suffix, and explain that marking helps us see how the word is built. I repeat the process with **jumped**, showing that **-ed** sounds like /t/ in this word. I think aloud: "Good readers look for the base and suffix so they can read the whole word smoothly." **We Do:** Together, we practice building and marking words with suffixes. I write the base word **"fish"** on the board and ask students to decide what happens when we add **-es**. As a group, we agree that because the word ends with **sh**, we must add **-es** to make **fishes.** Students help me underline the base word, circle the suffix, and read the new word. Then we try **hop + ing** and talk through the rule: "We double the consonant because hop is a one-syllable closed word with a short vowel." We write **hopping**, mark the	

doubled consonant, and read it together. We check each word by tapping the base and reading the full form aloud. **They Do:** Students independently practice adding suffixes to base words and marking them up. I give them three base words—**stop, wish,** and **play**—and three suffixes: **-s, -ed, -ing.** Students choose the correct suffix for each word, write the new word, and then underline the base word and circle the suffix. They apply spelling rules, doubling consonants when needed (stopping), adding **-es** when required (wishes), and simply adding a suffix when appropriate (played). Once finished, students read each completed word aloud to a partner and explain how they knew which rule to apply. I circulate to check for correct application of suffix rules and accurate marking. **Social Studies Lesson: The Art Lesson, by: Tomie dePaola** **I Do:** Ask students questions including; What art supplies do you enjoy using, what art words do you know, what do you enjoy making? Allow students to share their answers with partners/groups, then discuss aloud. **We Do:** Review vocabulary from the story *The Art Lesson*, students will use dictionaries, draw pictures and write definitions for the following words: collected, photograph, property, and monitor. We will watch the video The Art Lesson, by Tomie dePaola together.	

They Do: Students will answer the following question about Tomie from the video. Why was Tomie upset about his art lesson? **Extension**: What is your favorite way to create art? Then draw the picture on the place provided. ***Mandate: Highlight and promote diversity and inclusion (Diversity and inclusion law) N.J.S.A. 18A: 35-4.36a)** Read *The Ugly Duckling* **I do:** Discuss with students the following ideas: understand the many different influences that help to form families; age, gender, race, ethnic background, culture, environment, education, physical characteristics, religion, each of us is unique and special. **We Do:** As the teacher reads *The Ugly Duckling*, students will write notes while thinking about the following ideas: Look at photos and illustrations of ducks and swans to see their similarities. Think about the pain caused by name-calling and ridicule. **They Do:** Students will discuss the following questions with their partners. Then the class will share their answers. Why did the Ugly Duckling go to the farmhouse? Describe his treatment there. Why did the Ugly Duckling have trouble making friends? How could friends help him?	
Suggested Options for Differentiation	
Multilingual Learners English Language Learners: ● Classroom Visuals (Vowel Valley, Sound Walls)	

- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction
- Choral reading
- Chants, rhymes, songs
- Use a highlighter for key ideas, vocabulary
- Write helpful hints in margins of copied materials
- Provide copy of all notes
- Preferential seating
- Use manipulatives
- Use graphic organizers
- Reinforce vocabulary within the content
- Assign a picture or movement to vocabulary words
- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily

- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- 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”
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in’s during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)

- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- 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
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Gifted And Talented:

- 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)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School 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
- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Core Instructional and Supplemental Materials and Resources:

Student Books
Teaching Resource Book
Language Handbook
Sound Phonics Cards
High Frequency Word Wall
Tutorials to Show Sounds
Graphic Organizers
Partner baggies for partnerships to fill with choice-based, accessible, nonfiction texts
Topic-based text sets on a variety of nonfiction topics
Table bins or digital text collections with a variety of nonfiction text formats, including browsable, procedural, and expository texts
"How To Centers" containing directions and materials for a variety of activities such as games, crafts, dance, or building
Sticky notes, whiteboards, markers, pens
Anchor Charts: "Learning from Nonfiction Texts," "Growing Knowledge Across Texts" and "Tackling Long Words Part By Part
Anchor Charts: "Let's Talk as a Class"
Index cards for vocabulary words
Designated chart or space for a vocabulary wall
Writing center with tools such as writing paper, pens, sticky notes, etc.
A variety of paper choices, including booklets
A writing folder to house the students' books
Charts: "How to Write a Nonfiction Chapter Book" and "To Teach and Audience..."
Copies of mentor texts for groups of students to use
Copies of the "Information Writing Checklist" for students to use

- Fundations student toolkit
- Fundations Teacher Toolkits
- Units of Study for Teaching Writing by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- Units of Study for Teaching Reading by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2023
- https://www.heinemann.com/
- http://www.starfall.com
- http://www.abcya.com

- http://www.readinga-z.com
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- https://www.softschools.com/
- Jump rope readers

Various Levels of Text:
Eruption! The Story of Volcanoes by Anita Ganeri
Giant Squid by Candace Flemming
Jellyfish: Mysterious Creatures From the Sea by Michele Dufresne (Unit 1)
Volcanoes by Martha E.H. Rustad
Insects: By The Numbers by Steve Jenkins

Demonstration Texts
Eruption! The Story of Volcanoes by Anita Ganari (640L) Guided Reading Level L
Volcanoes (Smithsonian Little Explorer) by Martha E. Rustad (590L) Guided Reading Level L
Insects: By the Numbers by Steve Jenkins (760L) Guided Reading Level P

Let's Gather Read Aloud Texts
Mae Among the Stars by Roda Ahmed (580L) Guided Reading Level L
National Geographic Readers: Planets by Elizabeth Carney (600L) Guided

Reading Level O
Your Place in the Universe by Jason Chin (888L) Guided Reading Level V
The Ugly Duckling
The Art Lesson, by Tomie dePaola together.

Mentor Texts

Splash! Discover Sea Turtles by Dr. Virginia Loh-Hagan (660L)

Not So Different: What You Really Want to Ask about Having a Disability by Shane Burcaw (860 L)

If You Love Robots, You Can Be.... by May Nakamura (940L)

Teacher-written demonstration chapter books

Mentor podcasts and videos

Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations

- Can also use a third party vendor websites such as ReadWorks leveled passages with questions.

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations

- Decodable Texts
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- District approved Novels
- You can also use third party vendor websites such as Commonlit.org.

Unit Reflections
Teacher Notes:

Unit 3:	

Reading: Tackling Longer Words and Longer Books, Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing**: Writing About Reading (Book 3), Shared Writing, Interactive Writing **Phonics**: Level 2 Fundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	**Duration: 30 days**

Standards/Learning Targets

Focus Standards (Major Standards)

Progress Indicators - Craft and Structure in InformationalTexts

Foundational Skills: Reading Language

Phonics and Word Recognition

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

- O. Know spelling-sound correspondences for common vowel teams.
- P. Decode regularly spelled two-syllable words with long vowels.
- Q. Decode words with common prefixes and suffixes.
- R. Identify words with inconsistent but common spelling-sound correspondences.
- S. Recognize and read grade-appropriate irregularly spelled words.
- T. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
- U. Identify the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

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

- G. Read grade-level text with purpose and understanding.
- H. Read grade-level text orally with accuracy, appropriate rate, and expression.

I. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language

Sound-Letter Basics

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

E. Write legibly and with sufficient fluency to support composition.
F. 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.

Spelling

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

I. 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).
    v. Contractions (we'll; I'm; they've; don't).
    vi. Homophones (bear, bare; past, passed).
    vii. Plurals and possessives (its, it's).
J. 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).
K. Words with suffixes that require:
    i. consonant doubling (penning, slimmed).
    ii. dropping silent-e (smiled, paving).
L. Most often used words in English:
    i. Irregular words (against, many, enough, does).
    ii. Pattern-based words (which, kind, have).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

O. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.

P. Capitalize holidays, product names and geographic names.
Q. Supply adjectives in noun phrases to make them more precise or engaging.
R. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
S. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
T. Use an apostrophe to form contractions and frequently occurring possessives.
U. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

E. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
F. Compare formal and informal uses of English.

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.

K. Use sentence-level context as a clue to the meaning of a word or phrase.
L. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
M. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
N. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
O. 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.

G. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
H. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
I. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Reading Domain

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.

Speaking and Listening

SL.PE.2.1.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).

SL.PE.2.1.B Build on others' talk in conversations by linking their explicit comments to the remarks of others.

SL.PE.2.1.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.

Writing Domain
W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

A. Introduce a topic clearly.
B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
C. Provide a conclusion.

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

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.

Supporting and Additional 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.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 literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.

A. Introduce an opinion.
B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
C. Provide a conclusion.

W.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.

Primary 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.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindness, compassion, civility, persistence).
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).

Computer Science and Design Thinking Standards

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.
8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems.
8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology.
8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.
8.1.2.NI.4: Explain why access to devices needs to be secured.
8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device

8.1.2.DA.3: Identify and describe patterns in data visualizations.
8.1.2.DA.4: Make predictions based on data using charts or graphs.

Career Readiness, Life Literacies, and Key Skills

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.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.CT.2: identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- Observation Notes and Checklists
- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Writing sentences using the because, but, so method.
- Resources from third party vendors such as:
  - Kahoot
  - Flipgrid
  - Epic
  - BrainPop Jr.

Summative

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Fundations Unit Assessments
- Concepts of print assessment
- Readers Workshop sight word/high frequency word assessment
- Weekly Data from tracking students (clipboard or other)
- Writing; sentences and open responses

- Raz Plus
- Fun Hub
- Scholastic News
- Freckle.com
- Reading A-Z

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons
- Strategy Groups
- Reader's Notebooks
- Writer's Notebooks
- Class Discussions
- Think-Pair-Share
- Peer/Self Assessment
- Cooperative Learning Groups
- Whiteboard Assessments
- Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)
- Graphic Organizers
- Exit Slips

Alternative Assessments

- Reflective/response journals
- Reading A-Z Guided Level Assessments
- Kahoot
- Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time
- My Reading Log and Reflections
- Vocabulary assessment

Benchmark Assessments

- DRA
- Spelling Inventory
- DIBELS (Early Literacy Screening)
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt

• Fundations Fluency Kit Assessments • Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**

Unit Essential Questions

Reading:

- How can readers use their voice in different ways to read informational and fiction books?
- How do readers use different reading strategies to tackle new and tricky vocabulary?
- How do readers understand the importance of rereading texts?
- How can readers work in partners to make their reading stronger?

Writing:

- How can students write letters to other readers that tell their opinion about characters?
- How can writers improve their skills in ways that make others agree with their opinion?
- How can writers strengthen their writing skills to give evidence to support opinions?
- How can writers include important points with opinion writing to convince others to care about books too?

Phonics:

- How can I use letter sounds to read and write words?
- How do letter sounds help me read words I do not know?
- How do letter patterns help me learn to read words I do not know?

Enduring Understandings

Unit Goals

Reading:

The Students Will:

- Make predictions about books they are reading
- Tackle new vocabulary and trick words with greater effort and skill
- Envision and make predictions about the characters and the story
- Explain the importance of the details in a story
- Form clubs to reflect on what the unit entailed
- Read with voice, expression, and meaning
- Understand special language that authors use in their text
- Understand the effectiveness to reread their text

Writing:

The Student will:

- Demonstrate how to listen and respond appropriately to other opinions
- Articulate through writing their opinion about a favorite topic and give reasons they feel strongly about that opinion
- Develop their writing to include transitional words such as because, and, also, one reason, another reasons, for example
- Utilize the OREO - Opinion, Reason, Evidence, Opinion to write an organized piece
- Locate and correct errors in capitalization, punctuation, grammar, and spelling

Reading:

- Reread texts to gain a better understanding of material
- Notice language authors use to enhance understanding
- Tackle new vocabulary and tricky words with greater resolve
- Use skills to envision and predict while reading
- Rehearse and read with voice, expression, and meaning

Writing:

- Write final opinion pieces on characters, supporting a point of view with reasons and information
- Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose
- Provide reasons that are supported by facts and details

Phonics:

- Understanding letter sounds can apply to reading and writing fluently.
- Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know.

Phonics:

In the area of Phonics Students Will:

- Know and apply grade-level phonics and word-analysis skills in decoding words
- Segment syllables into sounds (phonemes)–up to six sounds
- Identify word structures such as vowels, consonants, blends, digraphs, and digraph blends
- Identify parts of words (syllables, base words, suffixes)
- Identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, and consonant-le
- Distinguish long and short vowels when reading regularly spelled one-syllable words
- Read and spell words with short vowels
- Read and spell words with long vowels in vowel-consonant-e and open syllables
- Read and spell words with r-controlled vowels (ar, er, ir, or, ur)
- Read and spell words with vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw)
- Read and spell words with unexpected vowel sounds (old, ild, ind, ost, olt, ive)
- Read and spell words with suffixes (-s, -es, -ed,-ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty)
- Read and spell words with common prefixes (un-, dis-, mis-, non-, trans-, pre-, pro-, re-, de-)
- Read and spell phonetically regular one-, two- and three-syllable words

	● Identify words with inconsistent but common spelling-sound correspondences
Instructional Plan	
Suggested Activities	**Resources**
Lesson Example: Breaking Down Longer Words to Read Confidently **I Do:** I model how big kid readers tackle longer words by showing a word like **"unhappiness"** in a text. I think aloud as I point to the word: "Wow, this is a long word! I notice it has smaller parts—*un*, *happy*, *ness*—and I can read each part slowly to help me read the whole word." I tap the syllables with my finger and blend them together, saying, "un… happy… ness… unhappiness." I explain that noticing prefixes, base words, and suffixes helps me read longer words and understand what they mean. **We Do:** Together, we practice with another long word, such as **"replaying."** I ask students to help me break it into smaller parts: *re* + *play* + *ing*. We tap and say each part slowly, then blend the parts together to read the word. I prompt students to	**Resources for on-grade students:** ● *Supporting All Reader's Book* ● Partners (turn-and-talk, heterogenous, homogenous) ● Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words) ● Anchor Charts ● Graphic organizer with sentence stems **Resources for students approaching grade level expectations:** ● *Supporting All Reader's Book* ● Document Camera for magnified visual ● Listening option (ex. Epic) ● RTI Progress Monitoring ● Graphic organizer partially filled in by teacher ● White boards ● Beginning, middle and end graphic organizer ● Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words) **Resources for students exceeding grade level expectations:** ● Independent or partner read and retell at own level. ● Self-assess using retell checklist ● "I wonder" questions ● Compare and contrast the setting in the beginning,

notice the base word and the prefix/suffix, and we discuss how understanding each part helps us read the word and know its meaning. We reread a sentence from the text that contains the word to make sure it makes sense in context. **They Do:** Students choose longer words from their independent reading books and practice breaking them into smaller parts, either prefix/base/suffix or syllables. They tap and say each part aloud, then blend the parts together to read the full word. After reading the word, they check the sentence to make sure it makes sense and, if needed, reread to confirm understanding. Students may share one longer word with a partner, explaining how they broke it apart and what it means, practicing the strategies that help them tackle longer words confidently. **Lesson Example: Writing About Characters' Feelings in a Book** **I Do:** I model how writers write about their reading by using a book I'm reading aloud, such as *Henry and Mudge*. I think aloud as I jot in my notebook: "I noticed Henry was sad when his dog ran away. I can write about this feeling and explain why he felt that way." I write a short entry: "Henry felt sad because his dog ran away. He missed his friend." I show students how I underline the character's name, circle the feeling word, and add a sentence	middle, end of story ● First/Next/Then/Last Story Map including more details Useful Websites such as: ● Heinemann Flights ● Reading A-Z ● Scholastic news ● Raz Plus ● Epic ● Fun Hub ● You Tube ● Ocean County Library

explaining why, modeling how writers notice and explain details from their reading. **We Do:** Together, we look at a short passage from a shared class book. I ask students to notice a character's feeling and discuss why the character felt that way. We brainstorm descriptive words and reasons together, then write a few sentences as a group: "Sally felt nervous because it was her first day at school. She worried about making friends." I model how to underline the character's name, highlight the feeling word, and add supporting details. We reread our sentences to make sure they explain the character's feeling clearly. **They Do:** Students select a book from their independent reading collection and choose a moment when a character feels a strong emotion. They write 2–3 sentences about what the character felt and why, underlining the character's name and circling the feeling word. As they write, I confer with individuals or small groups, asking questions like, "How do you know the character felt this way?" and "Can you add a sentence to explain why?" At the end, students share their writing with a partner, reading aloud and explaining the character's feeling to demonstrate understanding. **Fundations- Phonemic awareness, phonics, letter-sound correspondence, spelling, and handwriting**	

Lesson Example: Using Vowel Teams (ai, ay, ee, ea) to Read and Spell Words **I Do:** I model how to read and spell words with vowel teams by showing the word **"train."** I think aloud: "I notice the letters *ai* together. When these two vowels are side by side, they usually make the long /a/ sound." I tap each sound slowly: /t/… /r/… /ai/… /n/ and blend it together: *train*. Then I write the word, underline the vowel team, and explain that marking the long vowel helps me remember the sound when reading and spelling similar words. **We Do:** Together, we practice reading and spelling a new word with a vowel team, such as **"play."** I guide students to notice the vowel team *ay*, and we tap and say each sound: /p/… /l/… /ay/. We blend the sounds to read the full word and write it on our boards, underlining the vowel team. I ask students to suggest other words with the same vowel team, like *day* or *stay*, and we practice reading and spelling a few together, checking that we can identify the long vowel sound in each. **They Do:**	

Students independently read and spell words containing vowel teams from a provided list, such as *train, meat, play, tree*. They tap each sound, blend it to read the word, write it on paper or a whiteboard, and underline the vowel team. After writing, they check their work by rereading each word aloud, ensuring they pronounced the long vowel correctly. Students then choose one word to use in a sentence and read it to a partner, practicing both decoding and spelling while reinforcing the vowel team pattern. ***Climate Change:** read, *The Lorax* **I Do:** Discuss how changes in our environment have affected our climate. **We Do:** Read *The Lorax* Students will take notes as they listen to the story. They should list different ways the environment changed throughout the story. **They Do:** Students work with a partner to compare their notes from the story. Then they will list things they can do to help our environment. Review answers together.	

Suggested Options for Differentiation
Multilingual Learners English Language Learners: ● Classroom Visuals (Vowel Valley, Sound Walls) ● Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall) ● Gesturing ● Miming (ex: use Rime Magic cards and act out pictures on short vowel card)

- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction
- Choral reading
- Chants, rhymes, songs
- Use a highlighter for key ideas, vocabulary
- Write helpful hints in margins of copied materials
- Provide copy of all notes
- Preferential seating
- Use manipulatives
- Use graphic organizers
- Reinforce vocabulary within the content
- Assign a picture or movement to vocabulary words
- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction

- 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”
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in’s during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction

- 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
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Gifted And Talented:

- 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)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School 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
- Strategic grouping
- Pre-teach concepts

- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Core Instructional and Supplemental Materials and Resources:
Student Books
Teaching Resource Book
Language Handbook

Sound Phonics Cards
High Frequency Word Wall
Tutorials to Show Sounds
Graphic Organizers

- Fundations student toolkit
- Fundations Teacher Toolkits
- Units of Study for Teaching Writing by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- Units of Study for Teaching Reading by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2023
- https://www.heinemann.com/
- http://www.starfall.com
- http://www.abcya.com
- http://www.readinga-z.com
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- https://www.softschools.com/
- Jump rope readers

Various Levels of Text:
My Footprints by Bao Phi
My First Day by Phung Nguyen Quang

Thunder Cake by Patricia Polacco
How To Be A Brave: A Book For Dragons
Amy Wu and the Patchwork Dragon by Kat Zhang
Gondras Treasure by Linda Sue Park
Sadiq and the Perfect Play by Siman Naurali

Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations

- Leveled Text according to data
- RazPlus
- Can also use a third party vendor websites such as ReadWorks leveled passages with questions.

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations

- Leveled Text according to data
- RazPlus
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- Leveled Text according to data
- RazPlus
- District approved Novels

Unit Reflections
Teacher Notes:

Unit 4: **Reading:** Stepping into the World of the Story (Book 4), Reading A-Z (Guided Reading), Comprehension, Speaking &	**Duration: 30 Days**

Listening **Writing**: Poetry: Big Thoughts Small Packages (Book 4), Shared Writing, Interactive Writing **Phonics:** Level 2 Fundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	

Standards/Learning Targets

Focus Standards (Major Standards)

Progress Indicators - Craft and Structure in Literature

Foundational Skills: Reading Language
Phonics and Word Recognition
L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

V. Know spelling-sound correspondences for common vowel teams.
W. Decode regularly spelled two-syllable words with long vowels.
X. Decode words with common prefixes and suffixes.
Y. Identify words with inconsistent but common spelling-sound correspondences.
Z. Recognize and read grade-appropriate irregularly spelled words.
AA. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
BB. Identify the parts of high-frequency words that are regular and the parts that are irregular.

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

J. Read grade-level text with purpose and understanding.
K. Read grade-level text orally with accuracy, appropriate rate, and expression.
L. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language
Sound-Letter Basics

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

G. Write legibly and with sufficient fluency to support composition.
H. 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.

Spelling

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

M. 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).
    v. Contractions (we'll; I'm; they've; don't).
    vi. Homophones (bear, bare; past, passed).
    vii. Plurals and possessives (its, it's).
N. 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).
O. Words with suffixes that require:
    i. consonant doubling (penning, slimmed).
    ii. dropping silent-e (smiled, paving).
P. Most often used words in English:
    i. Irregular words (against, many, enough, does).
    ii. Pattern-based words (which, kind, have).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

V. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
W. Capitalize holidays, product names and geographic names.
X. Supply adjectives in noun phrases to make them more precise or engaging.
Y. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.

Z. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
AA. Use an apostrophe to form contractions and frequently occurring possessives.
BB. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
G. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
H. Compare formal and informal uses of English.

L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
P. Use sentence-level context as a clue to the meaning of a word or phrase.
Q. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
R. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
S. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
T. 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.
J. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
K. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
L. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Reading Domain

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 literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Writing Domain

W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.

A. Introduce an opinion.
B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
C. Provide a conclusion.

W.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.

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.

opportunity to integrate climate change education.

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.

Supporting and Additional 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.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.

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

A. Introduce a topic clearly.
B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
C. Provide a conclusion.

W.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.

Primary 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.
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-mindness, compassion, civility, persistence).

Computer Science and Design Thinking Standards

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.
8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems.
8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology.
8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.
8.1.2.NI.4: Explain why access to devices needs to be secured.
8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device
8.1.2.DA.3: Identify and describe patterns in data visualizations.
8.1.2.DA.4: Make predictions based on data using charts or graphs.

Career Readiness, Life Literacies, and Key Skills

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.

9.1.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job.

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
9.4.2.CT.2: identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- Observation Notes and Checklists
- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Writing sentences using the because, but, so method.
- Resources from third party vendors such as:
  - Kahoot
  - Flipgrid
  - Epic
  - BrainPop Jr.
  - Raz Plus
  - Fun Hub
  - Scholastic News
  - Freckle.com
  - Reading A-Z

Formative Assessments

Summative

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Fundations Unit Assessments
- Concepts of print assessment
- Readers Workshop sight word/high frequency word assessment
- Weekly Data from tracking students (clipboard or other)
- Writing; sentences and open responses
- Vocabulary assessment

Benchmark Assessments

- DRA
- Spelling Inventory
- DIBELS (Early Literacy Screening)

● Anecdotal Notes ● Student/Teacher Observations ● Reading Conferences ● Writing Conferences ● Guided Reading Lessons ● Strategy Groups ● Reader's Notebooks ● Writer's Notebooks ● Class Discussions ● Think-Pair-Share ● Peer/Self Assessment ● Cooperative Learning Groups ● Whiteboard Assessments ● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) ● Graphic Organizers ● Exit Slips **Alternative Assessments** ● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time ● My Reading Log and Reflections ● Fundations Fluency Kit Assessments ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	● Beginning of the year SGO assessments ● Mid-Year SGO assessments ● End-of-Year SGO assessments ● Pre and post-unit writing prompt
Knowledge and Skills	

Content	Skills
Unit Essential Questions **<u>Reading</u>**: ● How can readers read in a way that allows us to step inside the characters' shoes and see through their eyes? ● How do dramatizations help us to better understand characters? ● Why is it important to understand the predictable roles we encounter in stories and fairytales? ● Why should readers recognize the morals, lessons, and author's purpose that stories convey? **<u>Writing:</u>** ● How can poets analyze the structures of poetry to determine through the "eyes of a poet?" ● How can poets experiment with language, word choice, and sound to create meaning in poems? ● How do structures of a poem relate to the sound and meaning of poems? ● What strategies can poets use to revise and edit poems? **<u>Phonics:</u>** ● How can I use letter sounds to read and write words? ● How do letter sounds help me read words I do not know? ● How do letter patterns help me learn to read words I do not know?	**Unit Goals** Students will be able to… **<u>Reading:</u>** ● Readers read to embody the character and see through his or her eyes ● Readers discuss characters, storylines, morals, and lessons ● Readers develop their characters through dramatization, explore point of view, and discover how different characters can see the same events differently ● Readers continue to work in partnerships and book clubs to dramatize scenes, talk about the characters, and share ideas **<u>Writing:</u>** ● Writers study the work of other poets to improve their own writing ● Writers use precise and powerful language to convey feelings ● Writers make deliberate decisions about structure to convey emotional tone ● Writers will effectively write final poem pieces **<u>Phonics:</u>** *In the area of Phonics Students Will:* ● Know and apply grade-level phonics and word-analysis skills in decoding words

Enduring Understandings

Reading:

- Notice and interpret the details that tell about a character
- Infer characters' roles and their impact on the story's bigger meaning
- Envision while reading and imagine the world of story
- Read aloud repetitively while increasing fluency and intonation
- Speak in a different voice for each character when reading dialogue aloud

Writing:

- Poets analyze the structure of poetry to see poetry through the "eyes of a poet"
- Poets experiment with language, word choice and sound to generate ideas for writing meaningful poems
- Poets gain an understanding of how sound and structure relate to the meaning of the poems
- Poems develop strategies to revise and edit their poems

Phonics:

- Understanding letter sounds can apply to reading and writing fluently
- Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know.
- Segment syllables into sounds (phonemes)–up to six sounds
- Identify word structures such as vowels, consonants, blends, digraphs, and digraph blends
- Identify parts of words (syllables, base words, suffixes)
- Identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, and consonant-le
- Distinguish long and short vowels when reading regularly spelled one-syllable words
- Read and spell words with short vowels
- Read and spell words with long vowels in vowel-consonant-e and open syllables
- Read and spell words with r-controlled vowels (ar, er, ir, or, ur)
- Read and spell words with vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw)
- Read and spell words with unexpected vowel sounds (old, ild, ind, ost, olt, ive)
- Read and spell words with suffixes (-s, -es, -ed,-ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty)
- Read and spell words with common prefixes (un-, dis-, mis-, non-, trans-, pre-, pro-, re-, de-)
- Read and spell phonetically regular one-, two- and three-syllable words
- Identify words with inconsistent but common spelling-sound correspondences

Instructional Plan

Suggested Activities	Resources
Lesson Example: Visualizing Characters and Settings to Understand the Story **I Do:** I model how readers step into the world of the story by reading a short passage aloud from a book, such as *Henry and Mudge*. I think aloud: "I notice the author describes the cozy kitchen with sunlight streaming in. I imagine what it looks like, what it smells like, and how it might feel to be there. I picture Henry sitting at the table and Mudge wagging his tail. Visualizing helps me understand the story better and makes me feel like I am part of the scene." I sketch a quick picture in my notebook to show students how imagining the setting and characters helps comprehension. **We Do:** Together, we read a shared passage from the same book. I ask students to close their eyes and picture the scene as I read aloud. We discuss what they imagine—what the room looks like, what the characters are doing, and what they might be feeling. As a group, we create a simple sketch or diagram on the board, labeling details from the text. I guide students to explain how visualizing helps them understand the story and predict what might happen next. **They Do:**	**Resources for on-grade students:** ● *Supporting All Reader's Book* ● Partners (turn-and-talk, heterogenous, homogenous) ● Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words) ● Anchor Charts ● Graphic organizer with sentence stems **Resources for students approaching grade level expectations:** ● *Supporting All Reader's Book* ● Document Camera for magnified visual ● Listening option (ex. Epic) ● RTI Progress Monitoring ● Graphic organizer partially filled in by teacher ● White boards ● Beginning, middle and end graphic organizer ● Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words) **Resources for students exceeding grade level expectations:** ● Independent or partner read and retell at own level. ● Self-assess using retell checklist ● "I wonder" questions ● Compare and contrast the setting in the beginning, middle, end of story ● First/Next/Then/Last Story Map including more details Useful Websites such as: ● Heinemann Flights

Students choose a passage from their independent reading books and practice visualizing the setting and characters. They close their eyes or use a notebook to sketch what they picture while reading. Afterward, students share their sketches and explain their thinking with a partner, describing what they visualized and how it helped them understand the story. I circulate to confer, prompting them to notice details from the text and use their visualization to explain characters' actions or feelings, reinforcing active comprehension strategies. **Lesson Example: Writing Small Poems About Big Ideas** **I Do:** I model how poets can take a big idea and write a small, focused poem. I think aloud as I write a poem about the idea of **friendship**: "I want to show what friendship feels like in just a few words. I'll start with a strong image: 'Friends laugh together.' Now I'll add one more line to show action or feeling: 'They share their snacks and smiles.'" I show students how I read each line aloud, listen to the sound, and revise to make it clear and vivid. I explain that poets choose just the right words to capture their big idea in a small package. **We Do:** Together, we choose a big idea from the class—like **summer, pets, or school**—and brainstorm small images or moments that show that idea. I guide students as we write a short group poem, line by line, focusing on clear, vivid images. For example, for **summer**, we might write: "Sun warms my face. / Ice cream	• Reading A-Z • Scholastic news • Raz Plus • Epic • Fun Hub • You Tube • Ocean County Library

drips down my hand." I model reading it aloud, listening for how it sounds and adjusting words as needed. Students suggest changes, add details, and help decide which words best capture the big idea. **They Do:** Students independently select a big idea they care about—like a season, feeling, or activity—and write a short poem in their notebook. They focus on using a few vivid words or images to show their idea clearly. As they write, I confer individually or in small groups, prompting them with questions like, "What image can show your idea?" or "Does this line help your reader feel your idea?" At the end, students share their poems with a partner or small group, reading aloud and noticing how even a few small lines can express a big thought. **Fundations- Phonemic awareness, phonics, letter-sound correspondence, spelling, and handwriting** **Lesson Example: Reading and Writing Words with Vowel-Consonant-e (VCe) Patterns** **I Do:** I model how to read and spell words with the VCe pattern by showing the word **"cake."** I think aloud: "I notice the *e* at the end. That tells me the vowel *a* in the middle is long. I will tap the sounds slowly: /c/… /a/… /k/… /e/ silently at the end. Then I blend them to read the whole word: *cake*." I write the word, underline the vowel and mark the silent *e*, explaining that	

recognizing this pattern helps me read and spell many other words with the same rule. **We Do:** Together, we practice with another VCe word, such as **"hope."** I ask students to help me identify the long vowel and silent *e*. We tap each sound: /h/… /o/… /p/… /e/ silently, then blend to read the word. Students write the word on their boards, underline the vowel and mark the silent *e*. We brainstorm other words with the same pattern—like *make, bike, like*—and practice reading and writing them as a group, noticing the rule each time. **They Do:** Students independently read and spell a set of VCe words, such as *cake, bike, hope, make*. They tap each sound, blend to read, write the word, and underline the vowel while marking the silent *e*. After writing, students reread each word aloud to check pronunciation and spelling. Finally, they choose one word to write in a sentence and share it with a partner, applying the VCe pattern in context while reinforcing decoding and spelling skills. **Science Lesson: Landforms- Brainpop Jr. Landforms** **I Do**: Activate prior knowledge. Display an image of a landscape with some different landforms for students on the Smartboard. Prompt students to share what they notice. **We Do:** Build knowledge, play the Landforms movie on Brainpop Jr. Click the pause button each time a question appears in Annie's Notebook and discuss it as a class. Then play to see how Annie answers it. Students take the Easy Quiz or Hard Quiz, demonstrating what they learned about the topic while	

applying essential literacy skills. **They Do:** Students express what they learned about landforms while practicing essential literacy skills with one or more of the following activities. Differentiate by assigning ones that meet individual student or grade-level needs. ● Draw About It: Draw a landscape that includes a landform. ● Activity: Write a shape poem about a mountain or hill. ● Talk About It: Find and describe examples of different landforms on a map or globe. ● Write About It: Write about a landform you'd like to visit and explain why.	

Suggested Options for Differentiation

Multilingual Learners English Language Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction
- Choral reading

- Chants, rhymes, songs
- Use a highlighter for key ideas, vocabulary
- Write helpful hints in margins of copied materials
- Provide copy of all notes
- Preferential seating
- Use manipulatives
- Use graphic organizers
- Reinforce vocabulary within the content
- Assign a picture or movement to vocabulary words
- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- 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”
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments

- Check in’s during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- 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
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in’s during reading group collaboration to help refocus

- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Gifted And Talented:

- 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)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow

- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf ‘variety of genre’
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School 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
- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in’s during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Core Instructional and Supplemental Materials and Resources:
Student Books
Teaching Resource Book
Sound Phonics Cards
High Frequency Word Wall
Tutorials to Show Sounds
Graphic Organizers

- Fundations student toolkit
- Fundations Teacher Toolkits
- Units of Study for Teaching Writing by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013

- Units of Study for Teaching Reading by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2023
- https://www.heinemann.com/
- http://www.starfall.com
- http://www.abcya.com
- http://www.readinga-z.com
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- https://www.softschools.com/
- Jump rope readers

Mentor Texts
Where the Sidewalk Ends by Shel Silverstein — a classic children's poetry collection, playful and rich in imagery.

Inside My Heart by Zoe Ryder White — recommended as a mentor text in the poetry unit outline.

Time of Wonder by Robert McCloskey — though often considered a picture book / nature book, included for its lyrical, descriptive passages that echo poetic sensibilities.

Lost and Finds by Rebecca Kai Dotlich — a collection helpful for showing how poems can capture wonder and small discoveries.

Falling Down the Page: A Book of List Poems (edited by Georgia Heard) — a picture-poem anthology that offers varied poetic forms and concrete imagery, useful for modeling structure, voice, and poetic line breaks

Various Levels of Text:
The Princess in Black by Shannon Hale
Dragons in a Bag by Zetta Elliot
Amita and the Dragons by Hannah Carmona
Little Shaq: Star of the Week by Shaquille O'Neal

Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations

- Leveled Text according to data
- RazPlus
- Can also use a third party vendor websites such as ReadWorks leveled passages with questions.

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations

- Leveled Text according to data
- RazPlus
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- Leveled Text according to data
- RazPlus
- District approved Novels

Unit Reflections
Teacher Notes:

Unit 5:	**Duration: 30 Days**
Reading: Growing Knowledge Together (Book 5), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening	

Writing: Lab Reports and Science Books (Book 2), Writing Like A Scientist, Conducting Experiments **Phonics:** Level 2 Fundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	

Standards/Learning Targets

Focus Standards (Major Standards)

Progress Indicators - Integration and Knowledge in Informational Texts

Foundational Skills: Reading Language

Phonics and Word Recognition

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

A. Know spelling-sound correspondences for common vowel teams.
B. Decode regularly spelled two-syllable words with long vowels.
C. Decode words with common prefixes and suffixes.
D. Identify words with inconsistent but common spelling-sound correspondences.
E. Recognize and read grade-appropriate irregularly spelled words.
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.

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.

Foundational Skills: Writing Language

Sound-Letter Basics

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.

Spelling

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).
    v. Contractions (we'll; I'm; they've; don't).
    vi. Homophones (bear, bare; past, passed).
    vii. Plurals and possessives (its, it's).
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).
    ii. Pattern-based words (which, kind, have).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
B. Capitalize holidays, product names and geographic names.
C. Supply adjectives in noun phrases to make them more precise or engaging.
D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
F. Use an apostrophe to form contractions and frequently occurring possessives.
G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
B. Compare formal and informal uses of English.

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.

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).
C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Reading Domain

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 Domain
W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

A. Introduce a topic clearly.
B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
C. Provide a conclusion.

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

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.

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.

opportunity to integrate climate change education.

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.

Supporting and Additional 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.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 literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.

A. Introduce an opinion.
B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
C. Provide a conclusion.

W.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.

Primary 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.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindness, compassion, civility, persistence).
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.

Science

2-PS1-1Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.
2-PS1-2Analyze data from testing different materials to determine which materials have the properties that are best suited for an intended purpose.
2-LS4-1Make observations of plants and animals to compare the diversity of life in different habitats.
2-PS1-4Construct an argument with evidence that some changes caused by heating or cooling can be reversed and some cannot.
2-ESS1-1Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

Computer Science and Design Thinking Standards

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.

8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems.
8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology.
8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not shared with others.
8.1.2.NI.4: Explain why access to devices needs to be secured.
8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device
8.1.2.DA.3: Identify and describe patterns in data visualizations.
8.1.2.DA.4: Make predictions based on data using charts or graphs.

Career Readiness, Life Literacies, and Key Skills

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.

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments.
9.4.2.CT.2: identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- Observation Notes and Checklists
- White boards for phonics word building
- Open Ended Questions with Magnetic readers
- Observations
- Google Slides
- Writing sentences using the because, but, so method.
- Resources from third party vendors such as:
  - Kahoot
  - Flipgrid
  - Epic
  - BrainPop Jr.
  - Raz Plus
  - Fun Hub
  - Scholastic News
  - Freckle.com
  - Reading A-Z

Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations
- Reading Conferences
- Writing Conferences
- Guided Reading Lessons

Summative

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Fundations Unit Assessments
- Concepts of print assessment
- Readers Workshop sight word/high frequency word assessment
- Weekly Data from tracking students (clipboard or other)
- Writing; sentences and open responses
- Vocabulary assessment

Benchmark Assessments

- DRA
- Spelling Inventory
- DIBELS (Early Literacy Screening)
- Beginning of the year SGO assessments
- Mid-Year SGO assessments
- End-of-Year SGO assessments
- Pre and post-unit writing prompt

● Strategy Groups ● Reader's Notebooks ● Writer's Notebooks ● Class Discussions ● Think-Pair-Share ● Peer/Self Assessment ● Cooperative Learning Groups ● Whiteboard Assessments ● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side) ● Graphic Organizers ● Exit Slips **Alternative Assessments** ● Reflective/response journals ● Reading A-Z Guided Level Assessments ● Kahoot ● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time ● My Reading Log and Reflections ● Fundations Fluency Kit Assessments ● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day	
Knowledge and Skills	
Content	**Skills**
Unit Essential Questions	**Unit Goals** **<u>Reading:</u>**

Reading:

- How do nonfiction readers work together to learn about insects?
- How can readers use what they know about nonfiction texts to apply to their current reading?
- How can readers ask questions amongst their groups to find answers?
- How does research support big ideas?
- How do readers use clues to figure out the meaning of words?

Writing:

- What are ways to present all that I know about a topic?
- How do I become an expert in my area of study?
- What kinds of writing can be included in my presentation on one topic?

Phonics:

- How can I use letter sounds to read and write words?
- How do letter sounds help me read words I do not know?
- How do letter patterns help me learn to read words I do not know?

Enduring Understandings

Reading:

- Bring forward prior knowledge to new research about insects
- Respond to the information they learn in books
- Build up on or deepen the base of nonfiction strategies that were introduced previously
- Nonfiction readers talk about the information they've learned or found and talk about their own thinking and reactions to the information
- Compare and contrast information about our topics

Writing:

- Learning to write like a scientist
- Studying a Mentor Text: Procedural Writing
- Authors Share Scientific Ideas/Conclusions
- Designing and Writing a New Experiment
- Comparing Results and Reading More Expert Materials to Consider a New Questions
- Letters to Teachers: Introductions and Conclusions: Addressing and Audience

Phonics:

In the area of Phonics Students Will:

- Know and apply grade-level phonics and word-analysis skills in decoding words
- Segment syllables into sounds (phonemes)–up to six sounds
- Identify word structures such as vowels, consonants, blends, digraphs, and digraph blends
- Identify parts of words (syllables, base words, suffixes)
- Identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, and consonant-le
- Distinguish long and short vowels when reading regularly spelled one-syllable words

• Research an insect of their choice in a collaborative setting **<u>Writing</u>**: • Write a lab report in sequential order • Learn parts of a lab report and write information gathered from experiment • Write a conclusion page for the lab report • Use information checklists to make writing better • Use technical vocabulary in their lab reports and science books • Use sequence words to organize thinking and convey timing **<u>Phonics:</u>** • Understanding letter sounds can apply to reading and writing fluently • Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know.	• Read and spell words with short vowels • Read and spell words with long vowels in vowel-consonant-e and open syllables • Read and spell words with r-controlled vowels (ar, er, ir, or, ur) • Read and spell words with vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw) • Read and spell words with unexpected vowel sounds (old, ild, ind, ost, olt, ive) • Read and spell words with suffixes (-s, -es, -ed,-ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty) • Read and spell words with common prefixes (un-, dis-, mis-, non-, trans-, pre-, pro-, re-, de-) • Read and spell phonetically regular one-, two- and three-syllable words • Identify words with inconsistent but common spelling-sound correspondences
Instructional Plan	
Suggested Activities	**Resources**
Lesson Example: Learning How to Use Text Features to Build Knowledge **I Do:** I gather students and explain that in this nonfiction unit, readers work like detectives who use **text features**—like headings, captions, and diagrams—to grow knowledge. I open a nonfiction book to a page with multiple features and model	**Resources for on-grade students:** • *Supporting All Reader's Book* • Partners (turn-and-talk, heterogenous, homogenous) • Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words) • Anchor Charts • Graphic organizer with sentence stems

thinking aloud: “First I look at the heading to know what this page is mostly about. This one says *‘All About Penguin Habitats.’* Now I scan the diagram to learn more details, and I read the caption to understand exactly what I’m looking at.” I show how I stop, reread, and connect the information across the features to build one big idea. I end by summarizing aloud, demonstrating how noticing features helps me learn more than reading the main text alone.

We Do: As a class, we turn to a new nonfiction page and work together to explore it like researchers. I guide students to identify the heading, photos, labels, or diagrams and ask, “What can this feature teach us?” We read the heading aloud and students help me predict what we might learn. Together, we study the diagram, taking turns naming details and saying what they think each part means. We read the caption together and then talk through how all the information connects. As a group, we build a shared “big idea” statement about what we just learned using the text features as evidence.

They Do: Students choose a partner and a nonfiction book from their book baggies. Together, they open to a selected page and search for text features, talking through what each one teaches them. They read headings, study diagrams, and read captions, using each feature to grow their understanding. Then partners create a short “researcher statement” summarizing what they learned from the page, using their own words. A few partnerships share their learning with the class, highlighting how text features helped them grow new knowledge.

Lesson Example: Writing Clear Step-by-Step Procedures in

Resources for students approaching grade level expectations:

- *Supporting All Reader’s Book*
- Document Camera for magnified visual
- Listening option (ex. Epic)
- RTI Progress Monitoring
- Graphic organizer partially filled in by teacher
- White boards
- Beginning, middle and end graphic organizer
- Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)

Resources for students exceeding grade level expectations:

- Independent or partner read and retell at own level.
- Self-assess using retell checklist
- “I wonder” questions
- Compare and contrast the setting in the beginning, middle, end of story
- First/Next/Then/Last Story Map including more details

Useful Websites such as:

- Heinemann Flights
- Reading A-Z
- Scholastic news
- Raz Plus
- Epic
- Fun Hub
- You Tube
- Ocean County Library

a Lab Report **I Do:** I gather students and explain that today writers of lab reports learn how to write clear, step-by-step **procedures** so readers can repeat the experiment exactly. I display a simple experiment—for example, testing which objects sink or float—and model thinking aloud: "First, I need to list the materials. Then I write each step in order, using clear action words like *put*, *drop*, *fill*, or *observe*." I write a short procedure on chart paper: "1. Fill the tub with water. 2. Place the object in the water. 3. Watch to see if it sinks or floats." As I write, I emphasize precision, sequencing, and clarity, showing how writers reread their steps to make sure nothing is missing. **We Do:** As a class, we try writing the steps for a different simple experiment, such as testing how quickly different papers absorb water. Together, we list the materials and think through the steps aloud, deciding what order makes the most sense. I guide students to use transition words like *first*, *next*, *then*, and *finally*, and we co-construct a procedure on the chart. We reread what we wrote as if we were following the directions ourselves, noticing places where we need to add a clearer verb or specify a detail. As a group, we revise the steps until they are clear, complete, and easy to follow. **They Do:** Students choose an experiment they recently completed in science or during workshop—such as observing how shadows change or testing which solids dissolve in water—and independently write a full procedure in their lab report notebooks. They list materials, then write numbered steps using strong action words and clear sequencing. Students reread their directions and check for clarity, imagining a classmate	

trying to do the experiment from their writing alone. When finished, they swap notebooks with a partner, who reads the procedure and gives feedback on whether the steps are easy to follow and scientifically accurate. **Fundations- Phonemic awareness, phonics, letter-sound correspondence, spelling, and handwriting** **Lesson Example: Working with Vowel-Consonant-e (VCE) Syllables** **I Do:** I explain that today we will practice reading and spelling words with the **VCE syllable type**, where the silent e makes the vowel say its long sound. I write the word *make* on the board and tap it out: "/m/…/ā/…/k/," showing how the e stays silent but changes the vowel sound. Then I underline the vowel, slash the consonant, and box the silent e to model marking the word. I read it smoothly—"make"—and think aloud: "The e at the end is silent, but it tells the a to say its name." I repeat the process with a second word like *hope*, demonstrating tapping, marking, and blending. **We Do:** Together, we read and spell a new VCE word such as *bike*. I ask the class to help me identify the vowel, consonant, and silent e. We tap out the sounds on our fingers—/b/…/ī/…/k/—and students help me write the word step-by-step on the board. As a group, we mark the vowel-consonant-e pattern and check our work: "Did we hear the long vowel? Did we remember the silent e?" We blend the sounds and read the word smoothly. We repeat with one more shared word like *cube* to reinforce the pattern.	

They Do: Students independently practice reading and spelling VCE words on their dry-erase boards or notebooks. I dictate several words—such as *race*, *shine*, and *cute*—and students tap each word, write it, and mark the VCE pattern on their own. After writing, they read each word aloud to a partner and check for accuracy using Fundations proofing questions: "Did I tap it? Did I hear the long vowel sound? Did I add the silent e?" To finish, students read a short list of VCE words or phrases independently to build fluency with the pattern. ***History of contributions of African-Americans (Amistad Law) (N.J.S.A. 18-A-35-4.43)** Lesson: Read Aloud: *Amazing Grace* **I Do:** *A*sk students to talk to a partner about pretend games. Do they play different pretend games when they are alone? **We Do:** Read/listen to *Amazing Grace.* **They Do:** Students will take notes about how Grace reacts to wanting to be Peter Pan, how the class reacts to her choice, and what kind of girl she really is. Discuss in a whole group how caring is so important. Share other ways to care for each other. **Writing to Inform: Lab Report:** Over the course of Unit 5, students write informative/explanatory texts in which they write a lab report telling about a bottle-car experiment and the results. They will introduce the topic, use facts and definitions to develop points, and provide a concluding statement or section.	

Step 1 - Learn about Informational Writing. Read mentor texts, *Lifting with a Lever,Wheels, and Simple Machines* **Step 2** - Unpack lesson Assignment **Step 3** - Read/Gather Evidence **Step 4** - Think it Through (plan - if/then) **Step 5** - Draft - Beginning/Middle/End **Step 6** - Revise **Step 7** - Edit **Step 8** - Publish/Collaborate/Share	

Suggested Options for Differentiation

Multilingual Learners English Language Learners:

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Gesturing
- Miming (ex: use Rime Magic cards and act out pictures on short vowel card)
- Teacher Modeling
- Roleplay
- Simplified Language / Teacher Talk / Thinking Aloud
- Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures)
- Picture Directions
- Use books on tape
- Use print, not cursive
- Small group instruction
- Choral reading
- Chants, rhymes, songs
- Use a highlighter for key ideas, vocabulary
- Write helpful hints in margins of copied materials
- Provide copy of all notes
- Preferential seating

- Use manipulatives
- Use graphic organizers
- Reinforce vocabulary within the content
- Assign a picture or movement to vocabulary words
- Spanish minilesson videos
- One-on-one check-ins

Special Education:

- Follow All IEP Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- 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”
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in’s during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Provide responses in a form that is easier for student

- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- 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
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student

- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Gifted And Talented:

- 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)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Encourage students to explore concepts in depth and encourage independent studies or investigations.

- Modeling or independent student-led research.

Students At Risk Of School 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
- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.

- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers
- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Core Instructional and Supplemental Materials and Resources:

Student Books
Teaching Resource Book
Sound Phonics Cards
High Frequency Word Wall
Tutorials to Show Sounds
Graphic Organizers

Fundations student toolkit

- Fundations Teacher Toolkits
- Units of Study for Teaching Writing by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- Units of Study for Teaching Reading by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2023
- https://www.heinemann.com/
- http://www.starfall.com
- http://www.abcya.com

- http://www.readinga-z.com
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com
- www.scholasticstorystarters.com
- https://www.softschools.com/
- Jump rope readers

Various Levels of Text:
Insects Are Awesome by Michael Rae Grant
A Dragonfly's Life by Ellen Lawrence
You Can Be An Entomologist by Dr. Dino Martins
Beautiful Dung Beetle by Cheryl Bardoe
Dung Beetles by Martha E.H. Rustad
Read Aloud: *Amazing Grace*

Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations
- Leveled Text according to data
- RazPlus
- Can also use a third party vendor websites such as ReadWorks leveled passages with questions.

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations
- Leveled Text according to data
- RazPlus
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations

- Leveled Text according to data
- RazPlus
- District approved Novels

Unit Reflections
Teacher Notes:

Unit 6: **Reading:** Series Book Clubs (Book 4), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening **Writing:** Writing Gripping Fictional Stories (If...Then…), Shared Writing, Interactive Writing **Phonics:** Level 2 Fundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)	**Duration: 30 days**

Standards/Learning Targets
Focus Standards (Major Standards)
Progress Indicators - Integration of Ideas and Knowledge in Literature
Foundational Skills: Reading Language

Phonics and Word Recognition

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

A. Know spelling-sound correspondences for common vowel teams.
B. Decode regularly spelled two-syllable words with long vowels.
C. Decode words with common prefixes and suffixes.
D. Identify words with inconsistent but common spelling-sound correspondences.
E. Recognize and read grade-appropriate irregularly spelled words.
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.

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.

Foundational Skills: Writing Language

Sound-Letter Basics

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.

Spelling

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).
    v. Contractions (we'll; I'm; they've; don't).
    vi. Homophones (bear, bare; past, passed).
    vii. Plurals and possessives (its, it's).
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).
    ii. Pattern-based words (which, kind, have).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.
B. Capitalize holidays, product names and geographic names.
C. Supply adjectives in noun phrases to make them more precise or engaging.
D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
F. Use an apostrophe to form contractions and frequently occurring possessives.

G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.

L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
B. Compare formal and informal uses of English.

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.

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).
C. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Reading Domain

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 literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

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 Domain
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.

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.

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.

opportunity to integrate climate change education.

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.

Supporting and Additional Standards

Progress Indicators for Reading Foundational Skills Phonics and Word Recognition

W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.

A. Introduce an opinion.

B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
C. Provide a conclusion.

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

A. Introduce a topic clearly.
B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
C. Provide a conclusion.

Primary 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.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindness, compassion, civility, persistence).
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).

Computer Science and Design Thinking Standards

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.
8.1.2.CS.2: Explain the functions of common software and hardware components of computing systems.
8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology.
8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide.
8.1.2.NI.3: Create a password that secures access to a device. Explain why it is important to create unique passwords that are not

shared with others.
8.1.2.NI.4: Explain why access to devices needs to be secured.
8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device
8.1.2.DA.3: Identify and describe patterns in data visualizations.
8.1.2.DA.4: Make predictions based on data using charts or graphs.

Career Readiness, Life Literacies, and Key Skills

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.

9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. 9.4.2.CT.2: identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
9.4.2.TL.7: Describe the benefits of collaborating with others to complete digital tasks or develop digital artifacts (e.g., W.2.6., 8.2.2.ED.2).

Evidence of Student Learning

Performance Tasks/Use of Technology

- Conferencing with individual students
- Small group
- White boards for phonics word building
- Open Ended Questions
- Observations
- Google Slides
- Scholastic News
- Brainpop Jr.
- Informational/Explanatory Writing
- Resources from third party vendors such as: Readworks, CommonLit/free reading Passages, Kahoot, and Epic Book.,

Other Assessments

- Phonics Assessments
- Exit slips
- Teacher Clipboard notes
- Peer/Self Assessments
- Think Pair Share
- **Strategic Questioning**
- **1,2,3 response**
- Weekly Data from tracking students (clipboard or other)

Summative

- Writing; sentences and open responses
- Vocabulary assessment

	Benchmark **Alternative** ● Scholastic News ● Brainpop Jr. ● Resources from third party vendors such as: ○ Readworks, CommonLit/free reading Passages, Kahoot, and Epic Books
Knowledge and Skills	
Content	**Skills**
Unit Essential Questions **Reading:** ● How do readers figure out how a series goes, noticing patterns and predicting what will happen? ● How do readers grow smart ideas across different series? ● What do readers need to pay attention to so they are not surprised throughout their series book? ● How do readers share opinions with the world about books they love? **Writing:** ● What makes for a gripping story? ● How do writers build tension in their stories? ● What is a way to plan a story so it is gripping? ● Where can you find ideas for stories? ● How do writers decide on a topic? ● Why is revision important?	**Unit Goals** **Reading:** ● Thinking across books in a series- noticing patterns, and predicting what will happen ● Readers grow ideas by looking across all series read by comparing and contrasting to push our thinking ● Reading series books or just one book can lead us to wonder about a topic ● Our reading club partners help push our thinking, especially with the characters in our books **Writing:** ● Drafting with volume and stamina helps improve our narrative writing ● Fiction stories are well-elaborated, with an abundance of details ● Fiction authors revise extensively, reviewing their writing

- How do authors decide on a planning method?

Phonics:

- How can I use letter sounds to read and write words?
- How do letter sounds help me read words I do not know?
- How do letter patterns help me learn to read words I do not know?

Enduring Understandings

Reading:

- Readers talk and share ideas in their clubs about their series books to push their thinking
- Readers wonder about new topics while reading series books and use many ways to research or find information out about that topic
- Readers can be surprised now and then on how their story ends or the character's behavior as they are not always predictable

Writing:

- Writers draw on personal experiences to write fiction stories.
- Writers lift the quality of their writing by stretching out problems and imagining creative solutions to story ideas.
- A good story contains a scene (small moment) or two and is told to build gripping tension.
- Writers develop characters in a way that builds tension, giving them dreams, desires, fears, and frustrations.x

numerous times to make improvements

<u>Phonics:</u>

In the area of Phonics Students Will:

- Know and apply grade-level phonics and word-analysis skills in decoding words
- Segment syllables into sounds (phonemes)–up to six sounds
- Identify word structures such as vowels, consonants, blends, digraphs, and digraph blends
- Identify parts of words (syllables, base words, suffixes)
- Identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, and consonant-le
- Distinguish long and short vowels when reading regularly spelled one-syllable words
- Read and spell words with short vowels
- Read and spell words with long vowels in vowel-consonant-e and open syllables
- Read and spell words with r-controlled vowels (ar, er, ir, or, ur)
- Read and spell words with vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw)
- Read and spell words with unexpected vowel sounds (old, ild, ind, ost, olt, ive)
- Read and spell words with suffixes (-s, -es, -ed,-ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty)
- Read and spell words with common prefixes (un-, dis-, mis-, non-, trans-, pre-, pro-, re-, de-)
- Read and spell phonetically regular one-, two- and three-syllable words

<table>
<tr><td>Phonics:
Understanding letter sounds can apply to reading and writing fluently
Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know</td><td>Identify words with inconsistent but common spelling-sound correspondences</td></tr>
<tr><td colspan="2">Instructional Plan</td></tr>
<tr><td>Suggested Activities</td><td>Resources</td></tr>
<tr><td>Lesson Example: Readers notice patterns across a series to understand characters more deeply.

I Do (Mini-Lesson Model):

“Today, I want to show you how readers of series books pay attention to patterns in what a character always seems to do, because these patterns help us understand the character better.” I open a familiar series book (e.g., Magic Tree House) and explain that I’ve noticed Jack always tries to think logically or read the book for facts. I model reading a small excerpt aloud and pause to point out: “See? Here Jack goes straight to the book again—this matches the pattern I’ve noticed before.” I jot on a small chart: Pattern: Jack uses facts to solve problems → This shows he is thoughtful and cautious. I say, “Readers of series books look for patterns that repeat across chapters and books to really know their characters.”

We Do (Guided Practice):

As a class, we open another familiar series book and read a short</td><td>Resources for on-grade students:
Supporting All Reader’s Book
Partners (turn-and-talk, heterogenous, homogenous)
Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)
Anchor Charts
Graphic organizer with sentence stems
Resources for students approaching grade level expectations:
Supporting All Reader’s Book
Document Camera for magnified visual
Listening option (ex. Epic)
RTI Progress Monitoring
Graphic organizer partially filled in by teacher
White boards
Beginning, middle and end graphic organizer
Word wall and Anchor Charts (ex. word wall with unit fundation, sounds, digraphs, blends and trick words)
Resources for students exceeding grade level expectations:
Independent or partner read and retell at own level.</td></tr>
</table>

bit together. I say, “Let’s look for a pattern—something the character seems to do again and again.” I guide students to notice, for example, that Annie often jumps into action before thinking. Together we add this to a second chart: Pattern: Annie rushes into adventure → This shows she is brave and bold. We briefly discuss how noticing this pattern helps us predict how she might behave later in the story. I ask guiding questions like, “Does this match something she did earlier?” and “How does this pattern help you understand what kind of person Annie is?” **They Do (Independent/Book Club Practice):** Students go off to their series book club bins, reading from their shared series and hunting for patterns in their main characters’ behaviors, choices, or reactions. Each club keeps a small chart or folded notebook page titled Patterns We See in Our Character and records repeating actions or traits they notice, writing what it shows about the character. In their clubs, students talk: “I found another part where she gets nervous before doing something new—that matches our pattern!” Near the end of workshop, students share their pattern findings with partners or clubs, explaining how the pattern helped them understand the character more deeply. **Lesson Example: Creating a Strong Problem to Make Stories Gripping** **I Do:** I explain that today fiction writers make their stories more gripping by giving their characters a **clear, exciting problem**—something that gets the reader wondering, “What will	• Self-assess using retell checklist • “I wonder” questions • Compare and contrast the setting in the beginning, middle, end of story • First/Next/Then/Last Story Map including more details Useful Websites such as: • Heinemann Flights • Reading A-Z • Scholastic news • Raz Plus • Epic • Fun Hub • You Tube • Ocean County Library

happen next?" I model by rereading a simple beginning I wrote: "Lila put on her skates and headed to the park." Then I think aloud, "Nothing gripping yet… but what if something unexpected happens?" I add: "Suddenly, she heard a loud CRACK from the frozen pond!" I explain that problems can be surprises, mistakes, or tricky situations. I show how the moment the problem appears, the story becomes more exciting, and readers lean in to see how the character will solve it. **We Do:** As a class, we brainstorm ordinary story beginnings—like "A boy was walking his dog," or "A girl was building a sandcastle"—and then together turn them into gripping scenes by adding interesting problems. I guide students in offering ideas such as "the dog pulls the leash and runs toward something mysterious" or "a big wave starts rolling toward the sandcastle." We choose one beginning and one problem to develop together, writing a quick example on chart paper. Students help me revise and strengthen the problem by adding sensory details or action words that make the moment feel exciting and urgent. **They Do:** Students return to their own fictional stories—or start a new one—and revise or create a strong problem for their main character. They think about what unexpected event, challenge, or mistake could make their story more gripping. Students write or revise the problem section, adding details that help readers picture the moment and feel the character's emotion. When they finish, they share their new or revised problem with a partner, listening to feedback about whether the problem feels exciting	

and makes the reader want to keep reading. I confer with students, coaching them to sharpen the tension and make the problem clear and compelling. **Fundations- Phonemic awareness, phonics, letter-sound correspondence, spelling, and handwriting** **Lesson Example: Reading and Spelling Words with Vowel Teams (Double Vowel Syllables)** **I Do:** I explain that today we are working with **vowel teams**—two vowels working together to make one long sound. I write the word *train* on the board and say, "Watch how I tap this word. I don't tap each vowel separately—I tap the vowel team as one sound." I tap /t/ /r/ /ā/ /n/, then blend the word: *train*. I point out the vowel team *ai* and explain that *ai* usually makes the long a sound in the middle of words. I mark the word by underlining the vowel team and drawing a line to show it's one sound. Then I model reading another word like *boat*, repeating the steps so students hear and see how vowel teams work. **We Do:** Together, we practice reading and spelling a vowel-team word such as *team*. I ask students to help me identify the vowel team and say the long e sound that *ea* makes. As a class, we tap the word—/t/ /ē/ /m/—and blend it aloud. Students help me write the word on the board, underline the vowel team, and mark it as one sound. We reread the word together, checking our work by	

asking, “Did we tap the vowel team as one sound? Did we hear the long vowel?” Then we try a second shared word, such as *snow*, and repeat the process to reinforce the pattern. **They Do:** Students independently practice reading and spelling vowel-team words on their whiteboards or in their notebooks. I dictate several words—such as *rain, green, float,* and *play*—and students tap each word, write it, underline the vowel team, and then read it back aloud. After finishing the list, students partner-read a short set of vowel-team words or phrases to build fluency. Finally, they proofread their own work by asking Fundations questions: “Did I tap the word? Did I underline the vowel team? Did I use the correct long vowel sound?” This reinforces accurate spelling and decoding with vowel teams. *Mandate - History of disabled and LGBT persons (Section 18A:35-4.35) **I Do:** Read- *The Greedy Triangle* by: Marilyn Burns **We Do:** Discuss with a partner how many different shapes and sizes they saw in the book. Discuss how they were all different and how they were the same. Relate this to how people are all the same and different. **They Do:** Students will use a template to cut out a figure of a child. Then they will use construction paper to make clothing and designs on their person that best represents who they are. Students write characteristics about themselves that make them unique. Hang their people in the classroom and direct their attention to show how the same and different everyone is.	

Suggested Options for Differentiation
Multilingual Learners English Language Learners: • Classroom Visuals (Vowel Valley, Sound Walls) • Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall) • Gesturing • Miming (ex: use Rime Magic cards and act out pictures on short vowel card) • Teacher Modeling • Roleplay • Simplified Language / Teacher Talk / Thinking Aloud • Introduce Key Vocabulary Before Lesson (ex: words from the theme Friendship with pictures) • Picture Directions • Use books on tape • Use print, not cursive • Small group instruction • Choral reading • Chants, rhymes, songs • Use a highlighter for key ideas, vocabulary • Write helpful hints in margins of copied materials • Provide copy of all notes • Preferential seating • Use manipulatives • Use graphic organizers • Reinforce vocabulary within the content • Assign a picture or movement to vocabulary words • Spanish minilesson videos • One-on-one check-ins **Special Education:** • Follow All IEP Modifications

- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, presentations, personal sound wall)
- Introduce Key Vocabulary Before Lesson
- Teacher Reads Aloud Daily
- Choral Reading
- Chants, Rhymes, Songs (ex: The Vowel Song on Youtube)
- Small Group Instruction
- 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”
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in’s during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Students with 504 Plans:

- Follow All 504 Modifications
- Classroom Visuals (Vowel Valley, Sound Walls)
- Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)
- Provide Picture Instructions
- Small Group Instruction
- 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
- Strategic grouping for reading (Guided Reading,Strategy Groups)
- Small group for assessments
- Check in's during reading group collaboration to help refocus
- Allow alternate assignments and assessments -- project-based, etc.
- Access prior knowledge before reading
- Be given outline of lesson or written directions
- Use visual presentations
- Provide responses in a form that is easier for student
- Teach study skills
- Use planner for organizing assignments
- Mark text with highlighter
- Work in alternate setting
- Leveled Guided Reading Books
- Paired partner reading
- Literacy Projects
- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs to assist

Gifted And Talented:

- 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)
- Ask Higher Order Thinking Questions
- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Fundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Modeling or independent student-led research.

Students At Risk Of School 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
- Strategic grouping
- Pre-teach concepts
- Small group for reading and writing assessments
- Check in's during reading/writing group collaboration to help refocus
- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
- Provide incentives to increase motivation and collaboration

Economically Disadvantaged:

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
- Be flexible with assignments
- Offer several alternatives from which all students can choose
- Allow students to finish assignments independently, or give them the opportunity to complete tasks at their own pace.
- Provide increased knowledge base and vocabulary use about real world experiences
- Share the decision-making in class.
- Maintain expectations while offering choice and soliciting input

Culturally Diverse:

- Involve families in student learning
- Provide home letters in native language
- Provide social/emotional support
- Respect cultural traditions
- Build in more reading and writing group work to encourage interaction with peers

- Show photos, videos, and definitions when possible for culturally unique vocabulary
- Teach reading study skills
- Provide students with necessary academic resources and materials

Core Instructional and Supplemental Materials and Resources:
Student Books
Teaching Resource Book
Sound Phonics Cards
High Frequency Word Wall
Tutorials to Show Sounds
Graphic Organizers

Fundations student toolkit

- Fundations Teacher Toolkits
- Units of Study for Teaching Writing by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2013
- Units of Study for Teaching Reading by Lucy Calkins, Teachers College Reading and Writing Project, Columbia University, 2023
- https://www.heinemann.com/
- http://www.starfall.com
- http://www.abcya.com
- http://www.readinga-z.com
- www.newsela.com
- www.scholasticstacks.com
- www.getepic.com
- www.storylineonline.com
- www.scholasticnews.com
- www.storyworks.com
- www.freckle.com
- www.vooks.com
- www.safeyoutube.com
- www.brainpopjr.com

- www.scholasticstorystarters.com
- https://www.softschools.com/
- Jump rope readers

Various Levels of Text:
The Stories Julian Tells (level N) by Ann Cameron
Jaden Toussaint the Greatest series by Marti Dumas
Nikki and Deja series by Karen English
Yasmin series by Saadia Faruqi
Shai & Emmie series by Quvenzhané Wallis
Magic Tree House* series by Mary Pope Osborne
Marvin Redpost series by Louis Sachar
Pinky and Rex series by James Howe
Miami Jackson series by Patricia McKissack
Ruby Lu series by Lenore Look
The Greedy Triangle by: Marilyn Burns

Supplemental Texts / Materials for Students <u>On-Grade</u> / Meeting Expectations
- Leveled Text according to data
- RazPlus
- Can also use a third party vendor websites such as ReadWorks leveled passages with questions.

Supplemental Texts for Students <u>Approaching</u> Grade Level Expectations
- Leveled Text according to data
- RazPlus
- Can also use a third party vendor websites such as Epic Books.

Supplemental Texts for Students <u>Exceeding</u> Grade Level Expectations
- Leveled Text according to data
- RazPlus
- District approved Novels

Unit Reflections
Teacher Notes: