

### **Introduction:**

Students in 2nd Grade ELA will complete seven 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 Objectives meet grade 2 expectations. Student progress will be measured in a variety of methods.

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Proposed Revision Date:	Summer 2023

**Beach Haven School District**  
**English Language Arts Curriculum**  
**Pacing Guide**

Content Area: English Language Arts

Course Title: English Language Arts

Grade Level: 2

Instructional Materials: "Reading Workshop," "Writing Workshop,"  
 "Foundations"

**UNIT 1:**

**Writing:** Revving Up Writing Muscles (Two Weeks User's Guide), Shared Writing, Interactive Writing

**Phonics:** Level 2 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)

**Reading:** Growing Word Solving Muscles (Two Weeks) (Users Guide), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

**10 Days- ongoing**

**UNIT 2:**

**Writing:** Lessons from the Masters: Improving Narrative Craft (Book 1), Shared Writing, Interactive Writing

**Phonics:** Level 2 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)

**Reading:** Second Grade Reading Growth Spurt (Book 1), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

**29 Days- ongoing**

**UNIT 3:**

**Writing:** The How-To Guide to Nonfiction Writing (New Book 2016), Shared Writing, Interactive Writing

**29 Days-ongoing**

<p><b>Phonics:</b> Level 2 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p> <p><b>Reading:</b> Becoming Experts: Reading Nonfiction ( Book 2), Reading A-Z (Guided Reading), Comprehension, Speaking &amp; Listening</p>	
<p><b>UNIT 4:</b>  <b>Writing:</b> Writing About Reading (Book 3), Shared Writing, Interactive Writing</p> <p><b>Phonics:</b> Level 2 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p> <p><b>Reading:</b> Bigger Books Mean Amping Up Reading Power (Book 3), Reading A-Z (Guided Reading), Comprehension, Speaking &amp; Listening</p>	<p><b>29 Days-ongoing</b></p>
<p><b>UNIT 5:</b>  <b>Writing:</b> Lab Reports and Science Books ( Book 2), Reading A-Z, (Guided Reading), Comprehension, Speaking &amp; Listening</p> <p><b>Phonics:</b> Level 2 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p> <p><b>Reading:</b> Reading Nonfiction Cover to Cover: Nonfiction Book Clubs (If.. Then..), Reading A-Z (Guided Reading), Comprehension, Speaking &amp; Listening</p>	<p><b>29 Days - ongoing</b></p>
<p><b>UNIT 6:</b>  <b>Writing:</b> Writing Gripping Fictional Stories (If...Then...), Shared Writing, Interactive Writing</p> <p><b>Phonics:</b> Level 2 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p> <p><b>Reading:</b> Series Book Clubs (Book 4), Reading A-Z (Guided Reading), Comprehension, Speaking &amp; Listening</p>	<p><b>29 Days- ongoing</b></p>

<p><b>Unit 7:</b></p> <p><b>Writing:</b> Poetry: Blg Thoughts Small Packages (Book 4), Shared Writing, Interactive Writing</p> <p><b>Phonics:</b> Level 2 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p> <p><b>Reading:</b> Accelerating Readers' Growth in Longer Fiction Books/ Character Study (Curricular Calendar- Self Designed), Reading A-Z (Guided Reading), Comprehension, Speaking &amp; Listening</p>	<p><b>25 Days- ongoing</b></p>
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## Unit 1 Overview Template

### Content Area: English Language Arts

#### Unit Title: 1

**Writing:** Revving Up Writing Muscles (Two Weeks User's Guide), Shared Writing, Interactive Writing

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**Reading:** Growing Word Solving Muscles (Two Weeks) (Users Guide), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

### Integrated Accommodations and Modifications

#### English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- 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
- small group instruction
- use print, not cursive
- use books on tape

#### Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- 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 (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core

K-12)

**Students at Risk of Failure:**

- 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

**504:**

- Follow specific students accommodations and modifications as listed in individual student 504 plan
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**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

**Gifted and Talented:**

- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Foundations lessons
- Students design questions
- Choice board to extend learning
- Expand reading bookshelf 'variety of genre'

## Learning Targets - Objectives

### Standards:

These standards are year-long ongoing standards that should be taught to mastery by the end of the year.

### Content Statements:

#### NJSLS: Content Standards:

#### Reading:

- RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.
- RL.2.3. Describe how characters in a story respond to major events and challenges using key details.
- RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.
- RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
- RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

#### Writing:

- W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
- W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

#### Phonics:

- RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

#### Speaking & Listening:

- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**SL.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.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

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

**Language:**

**L.2.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.2.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.2.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.2.4.** 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.

**L.2.5.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings

**L.2.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

## **Career Readiness, Life Literacies and Key Skills**

This outlines concepts and skills necessary for New Jersey’s students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

### **9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

### **9.2 Career Awareness**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

### **9.3 Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

### **9.4 Life Literacies and Key Skills**

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

## **Career Readiness, Life Literacies and Key Skills**

**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).

### Computer Science and Design Thinking

.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.

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.

8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.

8.1.2.AP.6: Debug errors in an algorithm or program that includes sequences and simple loops.

### Interdisciplinary Connections

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

#### ***Essential Questions***

##### Reading:

- How do readers make decisions based on habits, volume, and stamina?
- How 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?
- 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:

- What is Writer's Workshop?
- What are habits that good writers use

#### ***Enduring Understandings***

##### Reading:

Students will understand that...

- Readers decide how they want their reading life to go.
- Readers are always thinking- before, during, and after the book.
- Readers prepare and plan for partner reading time.
- There are many ways that readers can help themselves while reading.
- One of the most important ways to understand what we read is to successfully retell books to our partners.

##### Writing:

Students will understand that...

- Writers have routines and procedures to follow in a workshop setting and with their writing

<p>when writing personal narratives?</p> <ul style="list-style-type: none"> <li>• What are the routines, procedures, and expectations of writing workshop and working with our partnerships?</li> <li>• How do writers rehearse and draft lots of stories under the influence of one mentor author?</li> <li>• How do writers take the strategies of one mentor author and try their craft in their own writing?</li> <li>• What are some powerful revision techniques writers use to revise?</li> </ul> <p><u>Phonics:</u></p> <ul style="list-style-type: none"> <li>• How can I use letter sounds to read and write words?</li> <li>• How do letter sounds help me read words I do not know?</li> <li>• How do letter patterns help me learn to read words I do not know?</li> </ul>	<p>partnerships • Writers think about a topic, rehearse it, sketch their ideas and then write as a strategy for their narrative writing.</p> <ul style="list-style-type: none"> <li>• Writers need to edit their writing for capitalization, punctuation, and spelling.</li> <li>• Writers have various planning strategies for drafting our small moment writing.</li> <li>• Writers have various ways we let our mentor author influence our own work to make our stories better.</li> <li>• Writers have various revision strategies they can apply from other writing teachers in class.</li> </ul> <p><u>Phonics:</u></p> <ul style="list-style-type: none"> <li>• Understanding letter sounds can apply to reading and writing fluently</li> <li>• Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know</li> </ul>
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### Unit Learning Targets- Objectives

#### Reading:

##### *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
- 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
- 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

**Correlation Key****Holocaust****Amistad****LGBTQ & Disabilities****DEI****Core Instructional and Supplemental Materials**

- **Foundations student toolkit**
- **Foundations 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, 2013**
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- [www.newsela.com](http://www.newsela.com)
- [www.scholasticstacks.com](http://www.scholasticstacks.com)
- [www.getepic.com](http://www.getepic.com)
- [www.storylineonline.com](http://www.storylineonline.com)
- [www.scholasticnews.com](http://www.scholasticnews.com)
- [www.storyworks.com](http://www.storyworks.com)
- [www.freckle.com](http://www.freckle.com)
- [www.vooks.com](http://www.vooks.com)
- [www.safeyoutube.com](http://www.safeyoutube.com)
- [www.brainpopjr.com](http://www.brainpopjr.com)

- [www.scholasticstorystarters.com](http://www.scholasticstorystarters.com)
- <https://www.softschools.com/>

**Various Levels of Text:**

Frog and Toad\*

Jabari Jumps

Magic Tree House\*

Those Darn Squirrels by Adam Rubin

Mercy Watson to the Rescue by Kate DiCamillo

Assessments/Evidence of Learning	
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>● Anecdotal Notes</li> <li>● Student/Teacher Observations</li> <li>● Reading Conferences</li> <li>● Writing Conferences</li> <li>● Guided Reading Lessons</li> <li>● Strategy Groups</li> <li>● Reader's Notebooks</li> <li>● Writer's Notebooks</li> <li>● Class Discussions</li> <li>● Think-Pair-Share</li> <li>● Peer/Self Assessment</li> <li>● Cooperative Learning Groups</li> <li>● Whiteboard Assessments</li> <li>● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)</li> <li>● Graphic Organizers</li> <li>● Exit Slips</li> </ul>	<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>● Unit Test</li> <li>● Report Card Assessments</li> <li>● Running Records/DRA</li> <li>● Exit Slips</li> <li>● Performance Assessment</li> <li>● Pre-Unit on demand writing prompt</li> <li>● Post-unit on demand writing prompts</li> <li>● Foundations Unit Assessments</li> </ul>
<p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>● Reflective/response journals</li> <li>● Reading A-Z Guided Level Assessments</li> <li>● Kahoot</li> <li>● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time)</li> <li>● My Reading Log and Reflections</li> <li>● Foundations Fluency Kit Assessments</li> <li>● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day)</li> </ul>	<p><b>Benchmark Assessments</b></p> <ul style="list-style-type: none"> <li>● DRA</li> <li>● Beginning of the year SGO assessments</li> <li>● Mid-Year SGO assessments</li> <li>● End-of-Year SGO assessments</li> <li>● Pre and post-unit writing prompt</li> </ul>

## Unit 2 Overview Template

### Content Area: English Language Arts

#### UNIT 2:

**Writing:** Lessons from the Masters: Improving Narrative Craft (Book 1), Shared Writing, Interactive Writing

**Phonics:** Level 2 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)

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- Create poster on computer as a slideshow
- Provide multisyllabic words during Foundations 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.

### **Learning Targets - Objectives**

#### **Standards:**

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#### **NJSLS: Content Standards:**

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**RL.2.3. Describe how characters in a story respond to major events and challenges using key details.**

**RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.**

**RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.**

**RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.**

**RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.**

**RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.**

**RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.**

**Writing:**

**W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.**

**W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.**

**W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.**

**W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).**

**W.2.8. Recall information from experiences or gather information from provided sources to answer a question.**

**Phonics:**

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

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

**Speaking & Listening:**

**SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**

**SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**

**SL.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.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.**

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

**Language:**

**L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

**L.2.4. 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.**

**L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings**

**L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).**



## Career Readiness, Life Literacies and Key Skills

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

### 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

### 9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

### 9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

### 9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

## Career Readiness, Life Literacies and Key Skills

**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).

## Computer Science and Design Thinking

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.

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8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.

8.1.2.AP.6: Debug errors in an algorithm or program that includes sequences and simple loops.

### Interdisciplinary Connections

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

#### ***Unit Essential Questions***

##### **Reading:**

- How do readers make decisions based on habits, volume, and stamina?
- How 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?
- 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:**

- What is Writer's Workshop?
- 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 rehearse and draft lots of stories under the influence of one mentor author?
- How do writers take the strategies of one mentor author and try their craft in their own writing?
- What are some powerful revision techniques writers use to revise?

##### **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

#### ***Unit Enduring Understandings***

##### **Reading:**

- Readers decide how they want their reading life to go
- Readers are always thinking- before, during, and after the book.
- Readers prepare and plan for partner reading time.
- There are many ways that readers can help themselves while reading.
- One of the most important ways to understand what we read is to successfully retell books to our partners

##### **Writing:**

Students will understand that...

- Writers have routines and procedures to follow in a workshop setting and with their writing partnerships
- 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.
- Writers have various ways we let our mentor author influence our own work to make our stories better.
- Writers have various revision strategies they can apply from other writing teachers in class.

##### **Phonics:**

- Understanding letter sounds can apply to reading and writing fluently
- Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read

learn to read words I do not know?

words I do not know

### Unit Learning Targets- Objectives

#### **Reading:**

##### *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
- 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:*

- Use the writing process to plan, write and publish their work
- 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
- 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

### Correlation Key

Holocaust

Amistad

LGBTQ & Disabilities

DEI

### Core Instructional and Supplemental Materials

- Foundations student toolkit
- Foundations 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, 2013
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- [www.newsela.com](http://www.newsela.com)
- [www.scholasticstacks.com](http://www.scholasticstacks.com)
- [www.getepic.com](http://www.getepic.com)
- [www.storylineonline.com](http://www.storylineonline.com)
- [www.scholasticnews.com](http://www.scholasticnews.com)
- [www.storyworks.com](http://www.storyworks.com)
- [www.freckle.com](http://www.freckle.com)
- [www.vooks.com](http://www.vooks.com)
- [www.safeyoutube.com](http://www.safeyoutube.com)
- [www.brainpopjr.com](http://www.brainpopjr.com)
- [www.scholasticstorystarters.com](http://www.scholasticstorystarters.com)
- <https://www.softschools.com/>

#### Various Levels of Text:

Frog and Toad\*

Owl Moon by Jane Yolen

Leaving Morning by Angela Johnson

Magic Tree House\*

Those Darn Squirrels by Adam Rubin

Mercy Watson to the Rescue by Kate DiCamillo

### Assessments/Evidence of Learning

#### Formative Assessments

- Anecdotal Notes
- Student/Teacher Observations

#### Summative Assessments

- Unit Test
- Report Card Assessments

<ul style="list-style-type: none"> <li>● Reading Conferences</li> <li>● Writing Conferences</li> <li>● Guided Reading Lessons</li> <li>● Strategy Groups</li> <li>● Reader's Notebooks</li> <li>● Writer's Notebooks</li> <li>● Class Discussions</li> <li>● Think-Pair-Share</li> <li>● Peer/Self Assessment</li> <li>● Cooperative Learning Groups</li> <li>● Whiteboard Assessments</li> <li>● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)</li> <li>● Graphic Organizers</li> <li>● Exit Slips</li> </ul>	<ul style="list-style-type: none"> <li>● Running Records/DRA</li> <li>● Exit Slips</li> <li>● Performance Assessment</li> <li>● Pre-Unit on demand writing prompt</li> <li>● Post-unit on demand writing prompts</li> <li>● Foundations Unit Assessments</li> </ul>
<p style="text-align: center;"><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>● Reflective/response journals</li> <li>● Reading A-Z Guided Level Assessments</li> <li>● Kahoot</li> <li>● Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time)</li> <li>● My Reading Log and Reflections</li> <li>● Foundations Fluency Kit Assessments</li> <li>● Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day)</li> </ul>	<p style="text-align: center;"><b>Benchmark Assessments</b></p> <ul style="list-style-type: none"> <li>● DRA</li> <li>● Beginning of the year SGO assessments</li> <li>● Mid-Year SGO assessments</li> <li>● End-of-Year SGO assessments</li> <li>● Pre and post-unit writing prompt</li> </ul>

Unit 3 Overview Template
<p><b>Content Area: English Language Arts</b></p> <p><b>UNIT 3:</b>  <b>Writing:</b> The How-To Guide to Nonfiction Writing (New Book 2016), Shared Writing, Interactive Writing</p> <p><b>Phonics:</b> Level 2 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p> <p><b>Reading:</b> Becoming Experts: Reading Nonfiction (Book 2), Reading A-Z (Guided Reading), Comprehension, Speaking &amp; Listening</p> <p>Instructional Materials:  "Reading Workshop," "Writing Workshop," "Foundations"</p>

Integrated Accommodations and Modifications
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**English Language Learners:**

- choral reading
- chants, songs
- use charts, posters, videos
- 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
- small group instruction
- use print, not cursive
- use books on tape

**Special Education/Students with Disabilities:**

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- 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 (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

**Students at Risk of Failure:**

- 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

**504:**

- Follow specific students accommodations and modifications as listed in individual student 504 plan
- 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 (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

**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

**Gifted and Talented:**

- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Foundations 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.

## **Standards:**

### **NJSLS: Content Standards:**

#### **Reading:**

- RI.2.1.** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- RI.2.2.** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- RI.2.3.** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
- RI.2.4.** Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- RI.2.5.** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- RI.2.6.** Identify the main purpose of a text, including what the author wants to answer, explain, or describe
- RI.2.7.** Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- RI.2.8.** Describe and identify the logical connections of how reasons support specific points the author makes in a text.
- RI.2.9.** Compare and contrast the most important points presented by two texts on the same topic
- RI.2.10.** Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

#### **Writing:**

- W.2.2.** Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.
- W.2.5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
- W.2.6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
- W.2.7.** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- W.2.8.** Recall information from experiences or gather information from provided sources to answer a question.

#### **Phonics:**

- RF.2.3.** Know and apply grade-level phonics and word analysis skills in decoding words.
- RF.2.4.** Read with sufficient accuracy and fluency to support comprehension.

#### **Speaking & Listening:**

- SL.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- SL.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.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
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**Language:**

**L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

**L.2.4. 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.**

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### Interdisciplinary Connections

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

#### Unit Essential Questions

##### Reading:

- 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 their books?
- How do nonfiction readers read more than one book about a topic to compare and contrast?

##### Writing:

- How can I use what I already know about organization, details, and editing to write information books?
- How can I learn from a mentor author to make my information books longer and more interesting?
- How can I write for a specific audience?
- How can I write different kinds of nonfiction text?
- How can I use and improve my editing skills to get my work ready

#### Unit Enduring Understandings

##### Reading:

Students will understand that...

- There are many ways readers read nonfiction to become smarter about our world
- Readers do not just use text only to accumulate information, but they use pictures, ask questions, talk to their partners and use post-its.
- Readers use all their strategies for tricky words for fiction reading during their nonfiction reading; including figuring it out with our partner.
- There are ways readers read books across a topic to understand their subject or compare and contrast.

##### Writing:

Students will understand that...

- Information writers write with stamina, volume and independence
- Information writers write with elaboration and can study a mentor text to make information books longer and more

for our celebration?

**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?

interesting

- Information writers write one book and then develop a new book for a specific audience
- Information writers will write one book and then write it in a new way
- Information writers need to edit, fancy up, and publish their writing so that it teaches in clear and exciting ways

**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.

**Unit Learning Targets- Objectives**

**Reading:**

The Students Will:

- Getting their minds ready to read nonfiction texts
- Strategies for reading to learn
- Read books across a topic
- Strategies for accumulating information
- Strategies for dealing with nonfiction difficulty
- Strategies for solving tricky word and vocabulary development

**Writing:**

The Student will:

- Write informational books with stamina, volume and independence
- Write for an audience
- Write with elaboration and can study a mentor text to make information books longer and more interesting
- Write different kinds of nonfiction text
- Writers need to edit, fancy up, and publish their writing so that it teaches in clear and exciting ways.

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*In the area of Phonics Students Will:*

- Know and apply grade-level phonics and word-analysis skills in decoding words
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- 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

### Correlation Key

Holocaust

Amistad

LGBTQ & Disabilities

DEI

### Core Instructional and Supplemental Materials

- Foundations student toolkit
- Foundations 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, 2013
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- [www.newsela.com](http://www.newsela.com)
- [www.scholasticstacks.com](http://www.scholasticstacks.com)
- [www.getepic.com](http://www.getepic.com)
- [www.storylineonline.com](http://www.storylineonline.com)
- [www.scholasticnews.com](http://www.scholasticnews.com)
- [www.storyworks.com](http://www.storyworks.com)
- [www.freckle.com](http://www.freckle.com)
- [www.vooks.com](http://www.vooks.com)
- [www.safeyoutube.com](http://www.safeyoutube.com)
- [www.brainpopjr.com](http://www.brainpopjr.com)
- [www.scholasticstorystarters.com](http://www.scholasticstorystarters.com)
- <https://www.softschools.com/>

#### Various Levels of Text:

National Geographic Kids

Rigby

Capstone

DK Readers

Tigers by Laura Marsh

Assessments/Evidence of Learning	
<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li>• Anecdotal Notes</li> <li>• Student/Teacher Observations</li> <li>• Reading Conferences</li> <li>• Writing Conferences</li> <li>• Guided Reading Lessons</li> <li>• Strategy Groups</li> <li>• Reader's Notebooks</li> <li>• Writer's Notebooks</li> <li>• Class Discussions</li> <li>• Think-Pair-Share</li> <li>• Peer/Self Assessment</li> <li>• Cooperative Learning Groups</li> <li>• Whiteboard Assessments</li> <li>• Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)</li> <li>• Graphic Organizers</li> <li>• Exit Slips</li> </ul>	<p><b>Summative Assessments</b></p> <ul style="list-style-type: none"> <li>• Unit Test</li> <li>• Report Card Assessments</li> <li>• Running Records/DRA</li> <li>• Exit Slips</li> <li>• Performance Assessment</li> <li>• Pre-Unit on demand writing prompt</li> <li>• Post-unit on demand writing prompts</li> <li>• Foundations Unit Assessments</li> </ul>
<p><b>Alternative Assessments</b></p> <ul style="list-style-type: none"> <li>• Reflective/response journals</li> <li>• Reading A-Z Guided Level Assessments</li> <li>• Kahoot</li> <li>• Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time)</li> <li>• My Reading Log and Reflections</li> <li>• Foundations Fluency Kit Assessments</li> <li>• Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day)</li> </ul>	<p><b>Benchmark Assessments</b></p> <ul style="list-style-type: none"> <li>• DRA</li> <li>• Beginning of the year SGO assessments</li> <li>• Mid-Year SGO assessments</li> <li>• End-of-Year SGO assessments</li> <li>• Pre and post-unit writing prompt</li> </ul>

### Unit 4 Overview Template

#### Content Area: English Language Arts

##### UNIT 4:

**Writing:** Writing About Reading (Book 3), Shared Writing, Interactive Writing

**Phonics:** Level 2 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)

**Reading:** Bigger Books Mean Amping Up Reading Power (Book 3), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Instructional Materials:

“Reading Workshop,” “Writing Workshop,” “Foundations”

### **Integrated Accommodations and Modifications**

#### **English Language Learners:**

- choral reading
- chants, songs
- use charts, posters, videos
- 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
- small group instruction
- use print, not cursive
- use books on tape

#### **Special Education/Students with Disabilities:**

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- 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 (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

#### **Students at Risk of Failure:**

- 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

#### **504:**

- Follow specific students accommodations and modifications as listed in individual student 504 plan
- 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.
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- Student choice for publication
- Differentiated Instruction/Layered Curriculum/Tiered Lessons
- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

#### **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

#### **Gifted and Talented:**

- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Foundations 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.

### Learning Targets - Objectives

#### Standards:

*These standards are year long, ongoing standards that should be taught to mastery by the end of the year.*

#### NJSLS: Content Standards:

##### Reading:

RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

RL.2.3. Describe how characters in a story respond to major events and challenges using key details.

RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed

##### Writing:

W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).



**W.2.8. Recall information from experiences or gather information from provided sources to answer a question.**

**Phonics:**

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

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

**Speaking & Listening**

**SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**

**SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.**

**SL.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.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.**

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

**Language:**

**L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

**L.2.4. 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.**

**L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings**

**L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).**

**Career Readiness, Life Literacies and Key Skills**

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

**9.1 Personal Financial Literacy**

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

### **9.2 Career Awareness**

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

### **9.3 Career and Technical Education**

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

### **9.4 Life Literacies and Key Skills**

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

#### **Career Readiness, Life Literacies and Key Skills**

**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).

### **Computer Science and Design Thinking**

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.

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.

8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.

8.1.2.AP.6: Debug errors in an algorithm or program that includes sequences and simple loops.

### **Interdisciplinary Connections**

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

## Unit Essential Questions

### Reading:

- How can I use my voice to read fiction books in ways that help me get the most out of them—and so that they sound the way an author intended them to be read?
- How do I tackle any new and tricky vocabulary as I read, using clues like other words and what's happening in the text to make sense of these?
- How do I understand all the many reasons to reread so that I can get the most out of my books a second, third, and even fourth time reading them?
- Once I've figured out what I need to focus on most to make my reading stronger, how can I work with other kids who have the same goal in a (fluency/vocabulary/or rereading) club to tackle that goal?

### Writing:

- How can I write lots of letters to other readers that tell my opinion about characters, and how I get better at writing in ways that make people agree with my opinion?
- How can I strengthen my writing muscles so that I am better at giving evidence to support an opinion?
- How can I tuck in better retelling, quote and discuss the details of the book, and say more?
- How can I do really important things with my opinion writing, like writing nominations for my favorite books that convince others to care about those 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

## Unit Enduring Understandings

### Reading:

- Readers read with voice and meaning
- Readers tackle new vocabulary and tricky words with greater effort and skill
- Readers understand the effectiveness to reread their text
- Readers can form clubs to reflect on what we learned and make our reading shine.

### Writing:

- we have opinions about our characters and people can agree or disagree with my opinion
- there are ways to convince my audience, one important way is by using text evidence to support my opinion
- Writers write letters or make speeches to express their opinions to convince others to read and care about their books too.

### 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

know?	
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### Unit Learning Targets- Objectives

#### Reading:

- *Reading with Voice and Meaning*
- *Tackling New Vocabulary and Tricky Words with Greater Resolve*
- *Understanding the Many Reasons to Reread and Giving These a Go!*
- *Forming Goal Clubs to Make Reading Shine*

#### Writing:

*In the area of writing, the student will:*

- Use the writing process to plan, write and publish their work
- Develop opinions about their reading—learn to state opinions clearly, retell their stories so that their opinions make sense to readers
- Raise the level of their letter writing, close reading as a way to spark new ideas and to push themselves to deepen their thinking using their post-it notes to elaborate their pieces
- Construct persuasive essays, incorporating quotations for further text evidence, make comparisons between books across collections of books, and adding introductions and conclusions.

#### 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
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### Correlation Key

Holocaust	Amistad	LGBTQ & Disabilities	DEI
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- [www.newsela.com](http://www.newsela.com)
- [www.scholasticstacks.com](http://www.scholasticstacks.com)
- [www.getepic.com](http://www.getepic.com)
- [www.storylineonline.com](http://www.storylineonline.com)
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- [www.storyworks.com](http://www.storyworks.com)
- [www.freckle.com](http://www.freckle.com)
- [www.vooks.com](http://www.vooks.com)
- [www.safeyoutube.com](http://www.safeyoutube.com)
- [www.brainpopjr.com](http://www.brainpopjr.com)
- [www.scholasticstorystarters.com](http://www.scholasticstorystarters.com)
- <https://www.softschools.com/>

#### Various Levels of Text:

Minnie and Moo Go Dancing by Denys Cazet

Happy Like Soccer\* by Maribeth Boelts

Houndsley and Catina by James Howe

Owl Moon by Jane Yolen

Let's Get a Pup! Said Kate by Bob Graham.

### Assessments/Evidence of Learning

#### 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

#### Summative Assessments

- Unit Test
- Report Card Assessments
- Running Records/DRA
- Exit Slips
- Performance Assessment
- Pre-Unit on demand writing prompt
- Post-unit on demand writing prompts
- Foundations Unit Assessments

<ul style="list-style-type: none"> <li>● Whiteboard Assessments</li> <li>● Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)</li> <li>● Graphic Organizers</li> <li>● Exit Slips</li> </ul>	
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Unit 5 Overview Template
<p><b>Content Area: English Language Arts</b></p> <p><b>UNIT 5:</b>  <b>Writing:</b> Lab Reports and Science Books ( Book 2), Reading A-Z, (Guided Reading), Comprehension, Speaking &amp; Listening</p> <p><b>Phonics:</b> Level 2 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)</p> <p><b>Reading:</b> Reading Nonfiction Cover to Cover: Nonfiction Book Clubs (If.. Then..), Reading A-Z (Guided Reading), Comprehension, Speaking &amp; Listening</p> <p>Instructional Materials:  “Reading Workshop,” “Writing Workshop,” “Foundations”</p>

Integrated Accommodations and Modifications
<p><b>English Language Learners:</b></p> <ul style="list-style-type: none"> <li>● choral reading</li> <li>● chants, songs</li> <li>● use charts, posters, videos</li> <li>● use a highlighter for key ideas, vocabulary</li> </ul>

- 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
- small group instruction
- use print, not cursive
- use books on tape

#### **Special Education/Students with Disabilities:**

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- 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
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- Paired partner reading
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- Computer Based Programs (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

#### **Students at Risk of Failure:**

- Strategic grouping
- Pre-teach concepts
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- Incorporate social/emotional discussions
- Encourage and monitor positive peer collaboration
- Provide academic resources for both home and school use
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#### **Economically Disadvantaged:**

- Provide clear, achievable expectations, do not lower academic requirements for them.
- Build a safe and nurturing atmosphere
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- 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

#### **504:**

- Follow specific students accommodations and modifications as listed in individual student 504 plan
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- Small group for assessments
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- Allow alternate assignments and assessments -- project-based, etc.
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#### **Culturally Diverse:**

- Involve families in student learning
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- Provide social/emotional support
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- Show photos, videos, and definitions when possible for culturally unique vocabulary
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#### **Gifted and Talented:**

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- Provide multisyllabic words during Foundations 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.



**Standards:**

*These standards are year long, ongoing standards that should be taught to mastery by the end of the year.*

**NJSLS: Content Standards:**

**Reading:**

RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe

RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RI.2.9. Compare and contrast the most important points presented by two texts on the same topic

RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.

**Writing:**

W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.

W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8. Recall information from experiences or gather information from provided sources to answer a question.

**Phonics:**

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

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

**Speaking & Listening**

SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.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.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.**

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

**Language:**

**L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

**L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

**L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

**L.2.4. 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.**

**L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings**

**L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).**

## **Career Readiness, Life Literacies and Key Skills**

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This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

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8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.

8.1.2.AP.6: Debug errors in an algorithm or program that includes sequences and simple loops.

### Interdisciplinary Connections

#### Social Studies:

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

#### Unit Essential Questions

##### Reading:

- How do nonfiction readers become stronger thinkers with their clubs?
- How do readers have their own ideas about a topic and not just what a text has taught us?
- How do nonfiction clubs compare and contrast information about their topics?

##### Writing:

- Information book writers teach their topics to their readers using different structures and text features.
- Information writers elaborate and add

#### Unit Enduring Understandings

##### Reading:

Students will understand that...

- There are many ways that readers come prepared to talk in their nonfiction reading clubs.
- There are many ways nonfiction readers grow their own ideas about a topic after reading it.
- There are many ways nonfiction readers compare and contrast information about topics learned.

##### Writing:

- How do writers write present informational

<p>details by providing examples, comparisons and expert language.</p> <ul style="list-style-type: none"> <li>• Information writers research their topics in order to add details and answer the questions readers may have?</li> <li>• Information writers plan their research based on what they think they would be new and exciting for readers to learn.</li> <li>• Good non fiction writing involves writing from the perspective of expertise and hence writers read and research about their topic.</li> <li>• Non- fiction writers explore and use different ways of structuring their books to keep their readers interested in their books.</li> <li>• Non- fiction writers study mentor texts to improve their craft moves.</li> <li>• Non fiction writers use expert vocabulary to teach their readers about their topic.</li> </ul> <p><b><u>Phonics:</u></b></p> <ul style="list-style-type: none"> <li>• How can I use letter sounds to read and write words?</li> <li>• How do letter sounds help me read words I do not know?</li> <li>• How do letter patterns help me learn to read words I do not know?</li> </ul>	<p>text with clarity, sequence and explicit detail designed to allure and educate a reader?</p> <ul style="list-style-type: none"> <li>• How do writers teach others through non-fiction writing?</li> <li>• How do information writers plan for their research?</li> <li>• Where can writers get ideas for topics to write about?</li> <li>• How do writers strengthen and develop their writing?</li> <li>• What are the qualities of good non fiction writing?</li> <li>• How do writers teach about a topic to their readers?</li> <li>• How do effective writers hook and hold their readers?</li> </ul> <p><b><u>Phonics:</u></b></p> <ul style="list-style-type: none"> <li>• Understanding letter sounds can apply to reading and writing fluently</li> <li>• Identify word structures/ patterns (vowels, consonants, blends, digraphs, digraph blends) to read words I do not know</li> </ul>
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### Unit Learning Targets- Objectives

#### **Reading:**

- 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 about science
- 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
- 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

**Correlation Key**

**Holocaust**

**Amistad**

**LGBTQ & Disabilities**

**DEI**

**Core Instructional and Supplemental Materials**

- **Foundations student toolkit**
- **Foundations 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, 2013**
- <https://www.heinemann.com/>
- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- [www.newsela.com](http://www.newsela.com)
- [www.scholasticstacks.com](http://www.scholasticstacks.com)
- [www.getepic.com](http://www.getepic.com)
- [www.storylineonline.com](http://www.storylineonline.com)
- [www.scholasticnews.com](http://www.scholasticnews.com)
- [www.storyworks.com](http://www.storyworks.com)
- [www.freckle.com](http://www.freckle.com)
- [www.vooks.com](http://www.vooks.com)
- [www.safeyoutube.com](http://www.safeyoutube.com)
- [www.brainpopjr.com](http://www.brainpopjr.com)
- [www.scholasticstorystarters.com](http://www.scholasticstorystarters.com)
- <https://www.softschools.com/>

**Various Levels of Text:**

National Geographic Kids

Rigby

Capstone

DK Readers

Tigers by Laura Marsh

Whales by Gail Gibbons

Assessments/Evidence of Learning	
<b>Formative Assessments</b> <ul style="list-style-type: none"><li>• Anecdotal Notes</li><li>• Student/Teacher Observations</li><li>• Reading Conferences</li><li>• Writing Conferences</li><li>• Guided Reading Lessons</li><li>• Strategy Groups</li><li>• Reader's Notebooks</li><li>• Writer's Notebooks</li><li>• Class Discussions</li><li>• Think-Pair-Share</li><li>• Peer/Self Assessment</li><li>• Cooperative Learning Groups</li><li>• Whiteboard Assessments</li><li>• Hand signals to check in for student understanding (1-4 scale or thumbs up, down, side)</li><li>• Graphic Organizers</li><li>• Exit Slips</li></ul>	<b>Summative Assessments</b> <ul style="list-style-type: none"><li>• Unit Test</li><li>• Report Card Assessments</li><li>• Running Records/DRA</li><li>• Exit Slips</li><li>• Performance Assessment</li><li>• Pre-Unit on demand writing prompt</li><li>• Post-unit on demand writing prompts</li><li>• Foundations Unit Assessments</li></ul>
<b>Alternative Assessments</b> <ul style="list-style-type: none"><li>• Reflective/response journals</li><li>• Reading A-Z Guided Level Assessments</li><li>• Kahoot</li><li>• Anecdotal Assessments (data collected during small groups, 1:1 conferences, active engagement, and share time)</li><li>• My Reading Log and Reflections</li><li>• Foundations Fluency Kit Assessments</li><li>• Independent Writing/ Process Writing Pieces (i.e. narrative, information, etc. writing that students do every day)</li></ul>	<b>Benchmark Assessments</b> <ul style="list-style-type: none"><li>• DRA</li><li>• Beginning of the year SGO assessments</li><li>• Mid-Year SGO assessments</li><li>• End-of-Year SGO assessments</li><li>• Pre and post-unit writing prompt</li></ul>

**Unit 6 Overview Template****Content Area: English Language Arts****UNIT 6:**

**Writing:** Writing Gripping Fictional Stories  
(If...Then...), Shared Writing, Interactive Writing

**Phonics:** Level 2 Foundations (Word  
Study/Vocabulary, Phonics, Phonemic Awareness)

**Reading:** Series Book Clubs (Book 4), Reading A-Z  
(Guided Reading), Comprehension, Speaking &  
Listening

Instructional Materials:  
"Reading Workshop," "Writing Workshop," "Foundations"

### **Integrated Accommodations and Modifications**

#### **English Language Learners:**

- choral reading
- chants, songs
- use charts, posters, videos
- 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
- small group instruction
- use print, not cursive
- use books on tape

#### **Special Education/Students with Disabilities:**

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- 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 (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

**Students at Risk of Failure:**

- 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

**504:**

- Follow specific students accommodations and modifications as listed in individual student 504 plan
- 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
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- Student choice for publication
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**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

#### **Gifted and Talented:**

- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Foundations 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.

### **Learning Targets - Objectives**

#### **Standards:**

*These standards are year long, ongoing standards that should be taught to mastery by the end of the year.*

#### **NJSLS: Content Standards:**

##### **Reading:**

**RL.2.1.** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**RL.2.2.** Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

**RL.2.3.** Describe how characters in a story respond to major events and challenges using key details.

**RL.2.4.** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**RL.2.5.** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

**RL.2.6.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**RL.2.7.** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**RL.2.9.** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

**RL.2.10.** Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

##### **Writing:**

**W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**W.2.5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

**W.2.6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**W.2.7.** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

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**Phonics:**

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

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**Speaking & Listening**

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## **Interdisciplinary Connections**

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

## **Unit Enduring Understandings**

### **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:**

- 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.
- Writers use a story arc to plan their stories.
- Writers use their lives as a way to generate ideas.
- How do writers decide on a topic?
- Why is revision important?
- How do authors decide on a planning method?

### **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

## **Unit Essential Questions**

### **Reading:**

- There are many things to notice while reading our series books and they are often marked with a post-it.
- 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 predictably.

### **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?
- 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.

### **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?

## Unit Learning Targets- Objectives

### 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 numerous times to make improvements

### 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
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- 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

## Correlation Key

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- <http://www.starfall.com>
- <http://www.abcya.com>
- <http://www.readinga-z.com>
- [www.newsela.com](http://www.newsela.com)
- [www.scholasticstacks.com](http://www.scholasticstacks.com)
- [www.getepic.com](http://www.getepic.com)
- [www.storylineonline.com](http://www.storylineonline.com)
- [www.scholasticnews.com](http://www.scholasticnews.com)
- [www.storyworks.com](http://www.storyworks.com)
- [www.freckle.com](http://www.freckle.com)
- [www.vooks.com](http://www.vooks.com)
- [www.safeyoutube.com](http://www.safeyoutube.com)
- [www.brainpopjr.com](http://www.brainpopjr.com)
- [www.scholasticstorystarters.com](http://www.scholasticstorystarters.com)
- <https://www.softschools.com/>

#### 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 Quvenzhane 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  
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## Unit 7 Overview Template

### Content Area: English Language Arts

#### Unit 7:

**Writing:** Poetry: Big Thoughts Small Packages (Book 4), Shared Writing, Interactive Writing

**Phonics:** Level 2 Foundations (Word Study/Vocabulary, Phonics, Phonemic Awareness)

**Reading:** Accelerating Readers' Growth in Longer Fiction Book/ Character Study (Curricular Calendar), Reading A-Z (Guided Reading), Comprehension, Speaking & Listening

Instructional Materials:

"Reading Workshop," "Writing Workshop," "Foundations"

## Integrated Accommodations and Modifications

### English Language Learners:

- choral reading
- chants, songs
- use charts, posters, videos
- 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
- small group instruction
- use print, not cursive
- use books on tape

### Special Education/Students with Disabilities:

- Follow specific students accommodations and modifications as listed in individual student IEP or 504 plan
- 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 (i.e., Study Island, Learnia, KidBiz, Accelerated Reader, Core K-12)

**Students at Risk of Failure:**

- 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

**504:**

- Follow specific students accommodations and modifications as listed in individual student 504 plan
- 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
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- Student choice for publication

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**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

**Gifted & Talented:**

- Higher level books
- Create poster on computer as a slideshow
- Provide multisyllabic words during Foundations 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.

**Learning Targets - Objectives**

**Standards:**

*These standards are year long, ongoing standards that should be taught to mastery by the end of the year.*

**NJSLS: Content Standards:**

**Reading:**

**RL.2.1.** Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

**RL.2.2.** Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.

**RL.2.3.** Describe how characters in a story respond to major events and challenges using key details.

**RL.2.4.** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

**RL.2.5.** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.

**RL.2.6.** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

**RL.2.7.** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

**RL.2.9.** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

**RL.2.10.** Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.

**Writing:**

**W.2.3.** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

**W.2.5.** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.

**W.2.6.** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

**W.2.7.** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

**W.2.8.** Recall information from experiences or gather information from provided sources to answer a question.

**Phonics:**

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

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

**Speaking & Listening**

**SL.2.1.** Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

**SL.2.2.** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**SL.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.2.4.** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

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

**Language:**

**L.2.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.2.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.2.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.2.4.** 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.

**L.2.5.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings

**L.2.6.** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

## Career Readiness, Life Literacies and Key Skills

This outlines concepts and skills necessary for New Jersey's students to thrive in an ever-changing world. Intended for integration throughout all K-12 academic and technical content areas, the 2020 New Jersey Student Learning Standards — Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS) provides the framework for students to learn the concepts, skills, and practices essential to the successful navigation of career exploration and preparation, personal finances and digital literacy.

<https://www.nj.gov/education/standards/clicks/index.shtml>

### 9.1 Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

### 9.2 Career Awareness

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

### 9.3 Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

### 9.4 Life Literacies and Key Skills

This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.

## Career Readiness, Life Literacies and Key Skills

**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).

## Computer Science and Design Thinking

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.

8.1.2.AP.1: Model daily processes by creating and following algorithms to complete tasks.

8.1.2.AP.2: Model the way programs store and manipulate data by using numbers or other symbols to represent information.

8.1.2.AP.3: Create programs with sequences and simple loops to accomplish tasks.

8.1.2.AP.6: Debug errors in an algorithm or program that includes sequences and simple loops.

## Interdisciplinary Connections

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

### Unit Enduring Understandings

#### Reading:

- How does asking and answering questions help us become better readers and writers?
- What skills and strategies can I use to become a more effective reader?
- How can my partner and I work together to share and grow ideas, and to tackle trouble as we read?
- What are the things readers do before, during, and after reading a book to be a thoughtful reader of characters and stories?
- How can I draw on strategies to continue getting to know characters even when it's hard to do so?
- How can I study how characters grow and change and think about lessons the author may have intended?

#### Writing:

- How do poets find inspiration for their writing?
- How do poets use precise language to express their feelings?
- How do poets create a musical quality in the tone of their poetry?

#### 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

### Unit Essential Questions

#### Reading:

- Ask and answer questions to deepen comprehension
- -Effective readers use appropriate strategies as needed to comprehend and construct meaning
- -Prepare to talk about my book with my partner.
- We can get to know the characters wants and troubles by tracking them through our books.
- We think about the character's traits and examples from the story to prove that a character is acting a certain way.
- Characters have feelings in the beginning, middle and end of any book.
- Readers can talk to their partners to find deeper meaning in their books.
- Readers find deeper meaning through the changes characters go through from beginning to end, as well as what the character learned in the story and how it connects to their own life.

#### Writing:

- As poets craft their poems, they make deliberate and careful decisions about what to include and how to structure their writing, depending on their intended tone.
- Poets use poetic language, such as metaphors and comparisons.
- As poets revise, they ask, "What can I add or take out of my poem to make it sound the way I want?"

#### 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?

### Unit Learning Targets- Objectives

#### Reading:

- *Strategies readers do to get to know their characters*
- *Grow ideas and theories about characters wants and troubles*
- *Think more closely about characters' traits and feelings*
- *Readers begin to retell as they read, not just after the book*
- *Think about themes or lessons learned*

#### Writing:

- Poets study the work of other poets to improve their own writing.
- Poets use precise and powerful language to convey feelings.
- Poets make deliberate decisions about structure to convey emotional tone

#### 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)
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- [www.scholasticstacks.com](http://www.scholasticstacks.com)
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