

Suggested Strategies and Practices that Support Students with Disabilities:

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

Suggested Strategies and Practices that Support English Language Learners:

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

Students At Risk of Failure:

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

Students with 504 Plans:

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

Specific Strategies and Practices that Support Gifted & Talented Students:

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

Unit 2: Making Art

Stage 1: Desired Results

Unit 2: Making Art

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

Unit 2 Learning Targets

NJSLS Grade Level Standards:

Key Ideas and Details:

- 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.

Craft and Structure:

- 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.

Integration of Knowledge and Ideas:

- 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.

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.

Progress Indicators for Reading Foundational Skills Phonics and Word Recognition:

- RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Know spelling-sound correspondences for common vowel teams.
 - B. Decode regularly spelled two-syllable words with long vowels.
 - C. Decode words with common prefixes and suffixes.
 - D. Identify words with inconsistent but common spelling-sound correspondences.
 - E. Recognize and read grade-appropriate irregularly spelled words.
- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Vocabulary Acquisition and Use:

- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Use collective nouns (e.g., group).
 - B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - C. Use reflexive pronouns (e.g., myself, ourselves).
 - D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
 - E. Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Capitalize holidays, product names, and geographic names.
 - B. Use commas in greetings and closings of letters.
 - C. Use an apostrophe to form contractions and frequently occurring possessives.
 - D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
 - E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.
- L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Compare formal and informal uses of English.
- 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.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
 - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 - D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
 - E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Speaking and Listening:

- SL.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

Curricular Connections

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

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

Computer Science & Design Thinking (CS & DT):

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

Interdisciplinary Connections:

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

Unit Essential Questions:

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

Unit Enduring Understandings:

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

Content-Students will know:

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

Phonics:

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

Unit Words: art, artist, light, paint

Super Words:

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

Skills-Students will be able to:**Foundations**

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

Language

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

Reading

<ul style="list-style-type: none"> ● Week Ten: most, too, very, who <p>Comprehension:</p> <ul style="list-style-type: none"> ● Ask and answer questions about stories ● Recount a story by telling the key events in order ● Determiner the central message or theme ● Describing how characters respond to major events and challenges <p>Writing:</p> <ul style="list-style-type: none"> ● Narrative writing develops real or imagined experiences or events. ● The author of a narrative piece uses characters such as people or plants, animals, and objects that behave like people. ● The author of a narrative piece also uses setting, descriptive details, and a clear event sequence. ● Examples of Narrative Writing: <ul style="list-style-type: none"> ○ Stories, Historical Fiction, Folktales, Fairy Tales 	<ul style="list-style-type: none"> ● Ask and answer questions about a story ● Tell what happens in a story in my own words ● Describe the lesson the story characters learn ● Tell how characters deal with their problems <p>Writing</p> <ul style="list-style-type: none"> ● Recount a well-elaborated event or short sequence of events ● Include details to describe actions, thoughts, and feelings ● Use temporal words to signal event order ● Provide a sense of closure
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Stage 2: Evidence of Student Learning

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

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

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

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

Stage 3: Core Instructional Plan & Resources

<p>Skill:</p> <p>Week 6 Foundations (Phonics):</p> <ul style="list-style-type: none"> ● Decode and encode final e: a_e, i_e, o_e, u_e, e_e ● Decode and encode short and long vowels ● Word analysis: final e syllable ● Read and write high frequency words ● Fluency: Read with appropriate phrasing 	<p>Learning Activities: <i>If the link says “resource not available”, scroll to the bottom of the page to find the resource.</i></p> <p>Learning Module 2 - Week 1 (Student Week 6)</p> <p>Match Vowel Letters and Long Sounds</p> <p>Long-Vowel Words with Final e</p> <p>Irregular High Frequency Words with Elkonin Boxes</p> <p>Grade 2 Phonological Awareness Instructional Guide</p>
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Week 7 Foundations (Phonics):

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

Week 8 Foundations (Phonics):

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

Week 9 Foundations (Phonics):

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

Week 10 Foundations (Phonics):

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

Week 6 Reading:

- Show understanding of stories by asking and answering questions
- Refer to key details to support answers to questions asked about the text.

Week 7 Reading:

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

Week 8 Reading:

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

Learning Module 2 - Week 2 (Student Week 7)

[Inflectional Endings With Spelling Changes](#)

[Words with Soft c or g](#)

[Irregular High Frequency Words with Elkonin Boxes](#)

[Key Ideas and Details](#)

[Compound Words](#)

[Grade 2 Phonological Awareness Instructional Guide](#)

Learning Module 2 - Week 3 (Student Week 8)

[Words with Initial s Blends](#)

[Singular and Plural Possessives](#)

[Irregular High Frequency Words with Elkonin Boxes](#)

[Retell Details and Events](#)

[Use Words that Show Relationships in Time and Space](#)

[Make Connections to Words](#)

[Use Adjectives and Adverbs](#)

[Grade 2 Phonological Awareness Instructional Guide](#)

Learning Module 2 - Week 4 (Student Week 9)

[Words with Long Vowel Digraphs](#)

[Irregular High Frequency Words with Elkonin Boxes](#)

[Identify Long Vowel Syllable Types](#)

[Understand Base Words](#)

[Shades of Meaning](#)

[Determine Message, Lesson, or Moral](#)

[Recognize Synonyms](#)

[Grade 2 Phonological Awareness Instructional Guide](#)

Learning Module 2 - Week 5 (Cumulative Review)

[Words with Long Vowel Digraphs](#)

[Irregular High Frequency Words with Elkonin Boxes](#)

[Identify Long Vowel Syllable Types](#)

[Teach New Word Meanings](#)

[Understand Characters](#)

[Grade 2 Phonological Awareness Instructional Guide](#)

- Determine the central message or theme from key details in the story.

Week 9 Reading:

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

Lesson 2 Writing (Ready Reading Lesson 7-9)

- Writing a Narrative Paragraph

Learning Module 2 - Week 6 (Student Week 10)

[Inflectional Endings with Spelling Changes](#)

[Words with Long Vowel Digraphs](#)

[Irregular High Frequency Words with Elkonin Boxes](#)

[Teach New Word Meanings](#)

[Understand Characters](#)

[Grade 2 Phonological Awareness Instructional Guide](#)

Resources:

Magnetic Reading Foundations for Grades K-2 [Resource Selector Tool](#)

Word banks (ex. word wall with unit themed sight words)

Anchor Charts

Ready Reading Teacher Manual and Teacher Toolbox

Ready Writing Teacher Manual

i-Ready Teacher Manual and Teacher Toolbox

Student Journals for Ready Reading, Magnetic Reading, Ready Writing

Word Building Cards

Sound Spelling and Articulation Cards

Super Word Cards

Elementary District Purchased Digital Student Resources:

- iReady
- Learning A-Z
- See Saw

Magnetic Readers Library [Printable Readers pp. 101-199](#)

Magnetic Readers: Unit 2 Making Art

- Week 6: Art with Nature; *This Is Land Art*, by Sarah Pratt
- Week 7: The Art of Portraits; *The Art Contest*, by Elaina Jacobs
- Week 8: Art with String and Cloth; *Fit for a King*, by Jacob Keen
- Week 9: Where Art is Made; *Art Inside and Out*, by Christina Wilsdon
- Week 10: Art at Home; *The Art Team*, by Carrie Gill

Recommended Read Aloud Books: Unit 2 Making Art

- Butterflies for Kiri, Cathryn Falwell

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

Suggested Activities for Differentiation

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 Provide Picture Instructions
 Provide brain breaks
 Use a strong student as a “buddy”

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Use Audio Books

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Work In A Small Group

One On One Instruction

Students with 504 Plans:

Follow All 504 Modifications

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Provide Fidget Tools

Flexible Seating

Chunk Assignments

Positive Reinforcement

Specific Strategies and Practices that Support Gifted & Talented Students:

Encourage Upper Level Intellectual Behavior Based On Bloom's Taxonomy

Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)

Group Students According To Ability Or Interest

Propose Interest-based Extension Activities

Use Leveled Texts And Offer An Advanced Reader Reading List

Use Varied Modes Of Pre-assessment And Assessment

Provide Whole Group Enrichment Explorations

Provide Options, alternatives and choices to differentiate and broaden the curriculum

Teach Cognitive and Methodological Skills

Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)

Ask Higher Order Thinking Questions

Unit 3: What's That Habitat?

Stage 1: Desired Results

Unit 3: What's That Habitat?

Unit Summary: Throughout this unit, students will practice reading long vowels, silent letters, r-controlled vowel ar, and previously learned phonics skills. As students read each week they will use context clues to figure out the meaning of unfamiliar words and phrases in texts that are relevant to

Grade 2 topics. Students will also identify text features as well as the author's purpose. Students will practice using nouns, plural nouns, collective nouns, possessive nouns, reflexive nouns, as well as pronouns. Students will practice writing opinion pieces in a paragraph on topics or texts, supporting a point of view with reasons.

Unit 3 Learning Targets

NJSLS Grade Level Standards:

Key Ideas and Details:

- 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.

Craft and Structure:

- 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.

Integration of Knowledge and Ideas:

- 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.

Writing:

- W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- 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.2.7. 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.

Progress Indicators for Reading Foundational Skills Phonics and Word Recognition:

- RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Know spelling-sound correspondences for common vowel teams.
 - B. Decode regularly spelled two-syllable words with long vowels
 - C. Decode words with common prefixes and suffixes.

- D. Identify words with inconsistent but common spelling-sound correspondences.
- E. Recognize and read grade-appropriate irregularly spelled words. Fluency
- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Vocabulary Acquisition and Use:

- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Use collective nouns (e.g., group).
 - B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - C. Use reflexive pronouns (e.g., myself, ourselves).
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 - F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Capitalize holidays, product names, and geographic names.
 - B. Use commas in greetings and closings of letters.
 - C. Use an apostrophe to form contractions and frequently occurring possessives.
 - D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil)
 - E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.
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 - B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
 - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
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 - E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

Speaking and 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.
 - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - C. Ask for clarification and further explanation as needed about the topics and texts under discussion

- SL.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.
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Curricular Connections

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- 6.1.2.CivicsCM.3 Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.
- 6.1.2.Geo.PP.1 Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate, and weather, resource availability).

Unit 3 Essential Questions:

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

Unit Enduring Understandings:

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

Content-Students will know:

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

Phonics:

- **Week Eleven:** Long i: i, y, igh, ie

Skills-Students will be able to:

Foundations

- Use decoding skills to practice reading and writing.
 - Long i: i, y, igh, ie
 - Long o: o, oa, ow, oe

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

Unit Words: animal, bird, habitat, water

Super Words:

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

Comprehension:

- Determine the meaning of unknown words
- Identify different text features
- Use text features to determine information
 - captions, bold print, subheadings, glossaries, indexes, tables of contents
- Identify and analyze the author's purpose

Writing:

- Opinion writing expresses the author's opinion about a topic.
- The author of an opinion piece states an opinion, or what he or she thinks, feels, or believes, and provides reasons or evidence to support the opinion.
- Examples of Opinion Writing:
 - Editorials, Book or Movie Reviews, Advertisements

- Long u: ue, u, ew, u_e
- Silent letters: wr, kn, gn, mb, sc
- r-Controlled vowel: ar

Language

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

Reading

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

Writing

- Supply reasons that support the opinion
- Use linking words (e.g. because, and, also) to connect opinion and reasons
- Provide a concluding statement or section

Stage 2: Evidence of Student Learning

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

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

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

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

Stage 3: Core Instructional Plan & Resources

Skill:

Week 11 Foundations (Phonics):

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

Week 12 Foundations (Phonics):

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

Week 13 Foundations (Phonics):

- Decode and encode long u: ue, u, ew, u_e
- Word Analysis: prefixes re-, pre
- Read and write high frequency words
- Fluency: Practice intonation and inflection

Week 14 Foundations (Phonics):

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

Week 15 Foundations (Phonics):

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

Week 10 Reading:

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

Week 11 Reading:

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

Learning Activities: If the link says “resource not available”, scroll to the bottom of the page to find the resource.

Learning Module 3 - Week 1 (Student Week 11)

[Understand Contractions](#)

[Words with Long Vowel Digraphs](#)

[Irregular High Frequency Words with Elkonin Boxes](#)

[Fluency Implementation Guide](#)

[Fluency Skill: Phrasing](#)

Learning Module 3 - Week 2 (Student Week 12)

[Words with Long Vowel Digraphs](#)

[Distinguish Open and Closed Syllables](#)

[Irregular High Frequency Words with Elkonin Boxes](#)

[Teach New Word Meanings](#)

[Recognize Multiple-Meaning Words](#)

[Use Context to Find Word Meaning](#)

[Fluency Implementation Guide](#)

[Fluency Skill: Phrasing](#)

Learning Module 3 - Week 3 (Student Week 13)

[Two-Syllable Words with Prefixes and Suffixes](#)

[Words with Long Vowel Digraphs](#)

[Irregular High Frequency Words with Elkonin Boxes](#)

[Use Multiple Strategies to Figure Out Word Meanings](#)

[Compound Words](#)

[Use Text Features](#)

[Fluency Implementation Guide](#)

[Fluency Skill: Phrasing](#)

Learning Module 3 - Week 4 (Student Week 14)

[Two-Syllable Words with Prefixes and Suffixes](#)

[Irregular High Frequency Words with Elkonin Boxes](#)

[Decode Words with Silent Letters](#)

[Multisyllabic Words with Prefixes and Suffixes](#)

Week 12 Reading:

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

Week 13 Reading:

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

Lesson 3 Writing (Ready Reading Lesson 12-14)

- Writing an Opinion: Paragraph

[Recognize Synonyms](#)

[Use Text Features](#)

[Recognize Antonyms](#)

[Fluency Implementation Guide](#)

[Fluency Skill: Phrasing](#)

Learning Module 3 - Week 5 (Cumulative Review)

[Two-Syllable Words with Prefixes and Suffixes](#)

[Words with Long Vowel Digraphs](#)

[Irregular High Frequency Words with Elkonin Boxes](#)

[Understand Base Words](#)

[Determine Author's Purpose](#)

[Fluency Implementation Guide](#)

[Fluency Skill: Phrasing](#)

Learning Module 3 - Week 6 (Student 15)

[Words with r-Controlled Vowels](#)

[Irregular High Frequency Words with Elkonin Boxes](#)

[Understand Base Words](#)

[Determine Author's Purpose](#)

[Fluency Implementation Guide](#)

[Fluency Skill: Phrasing](#)

Resources:

Magnetic Reading Foundations for Grades K-2 [Resource Selector Tool](#)

Word banks (ex. word wall with unit themed sight words)

Anchor Charts

Ready Reading Teacher Manual and Teacher Toolbox

Ready Writing Teacher Manual

i-Ready Teacher Manual and Teacher Toolbox

Student Journals for Ready Reading, Magnetic Reading, Ready Writing

Word Building Cards

Sound Spelling and Articulation Cards

Super Word Cards

Elementary District Purchased Digital Student Resources:

- iReady
- Learning A-Z
- See Saw

Magnetic Readers Library [Printable Readers pp 201-299](#)

Magnetic Readers Unit 3 What's That Habitat?

- Week 11: Woodlands; *In the Woodland*, by Connor Tate
- Week 12: Ocean; *Life in the Sea*, by Leslie A. Rotsky
- Week 13: Desert; *A Desert Day*, by John Baron
- Week 14: Grasslands; *Safe in Town*, by Sofia Garcia
- Week 15: Rainforests; *In the Rainforest*, Bryan Langda

Recommended Read Aloud Books: Unit 3 What's That Habitat?

- *Around One Cactus: Owls, Bats and Leaping Raps*, by Anthony D. Fredricks
- *The Brilliant Deep*, by Kate Messner
- *Tree of Wonder*, by Kate Messner
- *Sand, Leaf or Coral Reef*, by Patricia Stockland

Suggested Activities for Differentiation

Suggested Strategies and Practices that Support Students with Disabilities:

Follow All IEP Modifications

Articulation videos (iReady Teacher Toolbox)

Classroom Visuals (Vowel Valley, Sound Walls)

Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)

Introduce Key Vocabulary Before Lesson

Teacher Reads Aloud Daily

Choral Reading

Chants, Songs (ex: The Vowel Song on Youtube)

Small Group Instruction- Guided Reading and Guided Writing

Flexible Grouping

Use Books On Tape (Listening Center)

Allow Extra Time To Complete Assignments Or Tests

Allow Answers To Be Given Orally Or Dictated

Provide Picture Instructions

Provide brain breaks

Use a strong student as a "buddy"

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Articulation videos (iReady Teacher Toolbox)
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Teacher Modeling
Roleplay
Simplified Language / Teacher Talk / Thinking Aloud
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Picture Directions

Students At Risk of Failure:

Provide Peer Tutoring
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Classroom Visuals (Vowel Valley, Sound Walls)
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Provide High Interest Topics
Use a strong student as a “buddy”
Multisensory Instruction (sky writing, sand, bumpy/scratchy paper short vowels)
Use Audio Books
Allow Extra Time To Complete Assignments Or Tests
Work In A Small Group
One On One Instruction

Students with 504 Plans:

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Allow Extra Time To Complete Assignments Or Tests
Allowing For Additional Wait Time For Student Responses During Conversations
Provide Fidget Tools
Flexible Seating
Chunk Assignments
Positive Reinforcement

Specific Strategies and Practices that Support Gifted & Talented Students:

Encourage Upper Level Intellectual Behavior Based On Bloom’s Taxonomy
Do Not Always Be Explicit, Allow For Discovery (ex. give students word cards and have them sort the words by looking for their own patterns)
Group Students According To Ability Or Interest

Propose Interest-based Extension Activities
Use Leveled Texts And Offer An Advanced Reader Reading List
Use Varied Modes Of Pre-assessment And Assessment
Provide Whole Group Enrichment Explorations
Provide Options, alternatives and choices to differentiate and broaden the curriculum
Teach Cognitive and Methodological Skills
Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words
Ask Higher Order Thinking Questions

Unit 4: It's on the Map!

Stage 1: Desired Results

Unit 4: It's on the Map!

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

Unit 4 Learning Targets

NJSLS Grade Level Standards:

Key Ideas and Details:

- 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.

Craft and Structure:

- 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.

Integration of Knowledge and Ideas:

- 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.2.3. 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.

Progress Indicators for Reading Foundational Skills Phonics and Word Recognition:

- RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Know spelling-sound correspondences for common vowel teams.
 - B. Decode regularly spelled two-syllable words with long vowels.
 - C. Decode words with common prefixes and suffixes.
 - D. Identify words with inconsistent but common spelling-sound correspondences.
 - E. Recognize and read grade-appropriate irregularly spelled words.
- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Vocabulary Acquisition and Use:

- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Use collective nouns (e.g., group).
 - B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - C. Use reflexive pronouns (e.g., myself, ourselves).
 - D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
 - E. Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Capitalize holidays, product names, and geographic names.
 - B. Use commas in greetings and closings of letters.
 - C. Use an apostrophe to form contractions and frequently occurring possessives.
 - D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- 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.
 - A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
 - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 - D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly);

bookshelf, notebook, bookmark).

- E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
- F. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

Speaking and Listening:

- 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

Curricular Connections

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

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

Computer Science & Design Thinking (CS & DT):

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

Interdisciplinary Connections:

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

Unit 4 Essential Questions:

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

Unit Enduring Understandings:

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

Content-Students will know:

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

Phonics:

Skills-Students will be able to:

Foundations

- Use decoding skills to practice reading and writing.

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

Unit Words: capital, continent, country, island

Super Words:

- **Week Sixteen:** move, other, water, where
- **Week Seventeen:** does, give, school, sentence
- **Week Eighteen:** again, buy, picture, soon
- **Week Nineteen:** answer, full, little, pull
- **Week Twenty:** house, live, pretty, read

Comprehension:

- Describe how an author uses words and phrases in special ways to give meaning
- Describe how regular beats and rhymes supply meaning to a poem
- Describe the structure of a story, including its beginning, middle, end
- Understand differences in the points of view of different characters in a story
-

Writing:

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

- r-Controlled vowels: er, ir, ur, or
- r-Controlled vowels: or, ore, oar
- r-Controlled vowels: eer, ere, ear
- r-Controlled vowels: are, air, ear, ere
- Diphthongs: ou, ow

Language

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

Reading

- Tell how word sounds give meaning to a story
- Tell how words give rhyme and meaning to a poem
- Tell about the beginning, middle, and end of a story
- Find the difference in characters' point of view
- Show differences in the way characters say their words

Writing

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

Stage 2: Evidence of Student Learning

Summative Assessments: Unit 4 Check - Ready Reading, Unit 4 Assessment - Magnetic Reading

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

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

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

Stage 3: Core Instructional Plan & Resources

Skill:

Week 16 Foundations (Phonics):

- Decode and encode r-controlled vowel: er, ir, ur, or
- Word Analysis: consonant +le syllable patterns
- Read and write high frequency words
- Fluency: Practice accuracy

Week 17 Foundations (Phonics):

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

Week 18 Foundations (Phonics):

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

Week 19 Foundations (Phonics):

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

Week 20 Foundations (Phonics):

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

Week 14 Reading:

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

Learning Activities: *If the link says “resource not available”, scroll to the bottom of the page to find the resource.*

Learning Module 4 - Week 1 (Student Week 16)

[Words with r-Controlled Vowels](#)

[Two-Syllable Words with Short Vowels](#)

[Irregular High Frequency Words with Elkonin Boxes](#)

[Fluency Implementation Guide](#)

[Fluency Skill: Expression](#)

Learning Module 4 - Week 2 (Student Week 17)

[Inflectional Endings With Spelling Changes](#)

[Words with r-Controlled Vowels](#)

[Words with Complex r-Controlled Vowel Patterns](#)

[Irregular High Frequency Words with Elkonin Boxes](#)

[Use Multiple Strategies to Figure Out Word Meanings](#)

[Recognize Multiple-Meaning Words](#)

[Fluency Implementation Guide](#)

[Fluency Skill: Expression](#)

Learning Module 4 - Week 3 (Student Week 18)

[Two-Syllable Words with Prefixes and Suffixes](#)

[Words with Complex r-Controlled Vowel Patterns](#)

[Irregular High Frequency Words with Elkonin Boxes](#)

[Multisyllabic Words with Prefixes and Suffixes](#)

[Make Connections to Words](#)

[Shades of Meaning](#)

[Fluency Implementation Guide](#)

[Fluency Skill: Expression](#)

Learning Module 4 - Week 4 (Student Week 19)

[Two-Syllable Words with Prefixes and Suffixes](#)

[Words with Complex r-Controlled Vowel Patterns](#)

Week 15 Reading:

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

Week 16 Reading:

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

Week 17 Reading:

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

Lesson 4 Writing (Ready Reading Lesson 15-17)

- Writing an Narrative: Diary

[Irregular High Frequency Words with Elkonin Boxes](#)

[Multisyllabic Words with Prefixes and Suffixes](#)

[Use Words that Show Relationships in Time and Space](#)

[Prefixes pre-, un-, re-](#)

[Suffixes -ful and -less](#)

[Fluency Implementation Guide](#)

[Fluency Skill: Expression](#)

Learning Module 4 - Week 5 (Cumulative Review)

[Two-Syllable Words with Prefixes and Suffixes](#)

[Words with Complex r-Controlled Vowel Patterns](#)

[Irregular High Frequency Words with Elkonin Boxes](#)

[Compound Words](#)

[Understand Characters](#)

[Fluency Implementation Guide](#)

[Fluency Skill: Expression](#)

Learning Module 4 - Week 6 (Student Week 20)

[Two-Syllable Words with Prefixes and Suffixes](#)

[Words with Vowel Diphthongs and Digraphs](#)

[Irregular High Frequency Words with Elkonin Boxes](#)

[Suffixes -er, -or](#)

[Multisyllabic Words with Prefixes and Suffixes](#)

[Compound Words](#)

[Understand Characters](#)

[Fluency Implementation Guide](#)

[Fluency Skill: Expression](#)

Resources:

Magnetic Reading Foundations for Grades K-2 [Resource Selector Tool](#)

Word banks (ex. word wall with unit themed sight words)

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i-Ready Teacher Manual and Teacher Toolbox

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Word Building Cards

Sound Spelling and Articulation Cards
Super Word Cards

Elementary District Purchased Digital Student Resources:

- iReady
- Learning A-Z
- See Saw

Magnetic Readers Library [Printable Readers pp. 301-399](#)

Magnetic Readers Unit 4 It's on the Map!

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

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

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

Suggested Activities for Differentiation

Suggested Strategies and Practices that Support Students with Disabilities:

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Provide brain breaks

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Use Audio Books

Allow Extra Time To Complete Assignments Or Tests

Work In A Small Group

One On One Instruction

Students with 504 Plans:

Follow All 504 Modifications

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Provide Fidget Tools

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- Teach Cognitive and Methodological Skills
- Use Center, Stations, Or Contracts (ex. roll and read fluency center with short vowel words)
- Ask Higher Order Thinking Questions

Unit 5: Tell Me About It

Stage 1: Desired Results

Unit 5: Tell Me About It

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

Unit 5 Learning Targets

NJSLS Grade Level Standards:

Key Ideas and Details:

- 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. Craft and Structure
- 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. Integration of Knowledge and Ideas

- 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.2.8. (Not applicable to literature)
- 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.

Progress Indicators for Reading Informational Text

Key Ideas and Details

- 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.

Craft and Structure:

- 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.

Integration of Knowledge and Ideas:

- 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.

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.

Progress Indicators for Reading Foundational Skills Phonics and Word Recognition:

- RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Know spelling-sound correspondences for common vowel teams.
 - B. Decode regularly spelled two-syllable words with long vowels.
 - C. Decode words with common prefixes and suffixes.
 - D. Identify words with inconsistent but common spelling-sound correspondences.
 - E. Recognize and read grade-appropriate irregularly spelled words.
- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Vocabulary Acquisition and Use:

- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Use collective nouns (e.g., group).
 - B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - C. Use reflexive pronouns (e.g., myself, ourselves).
 - D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
 - E. Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Capitalize holidays, product names, and geographic names.
 - B. Use commas in greetings and closings of letters.
 - C. Use an apostrophe to form contractions and frequently occurring possessives.
 - D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
 - E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings

Speaking and 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.
 - A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - C. Ask for clarification and further explanation as needed about the topics and texts under discussion

Curricular Connections

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

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

Computer Science & Design Thinking (CS & DT):

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

Interdisciplinary Connections:

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

Unit 5 Essential Questions:

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

Unit Enduring Understandings:

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

Content-Students will know:

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

Phonics:

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

Unit Words: create, imagine, special, thought

Super Words:

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

Comprehension:

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

Writing:

- Informational writing examines a topic and conveys ideas and information clearly.

Skills-Students will be able to:**Foundations**

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

Language

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

Reading

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

Writing

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

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

Stage 2: Evidence of Student Learning

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

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

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

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

Stage 3: Core Instructional Plan & Resources

Skill:

Week 21 Foundations (Phonics):

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

Week 22 Foundations (Phonics):

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

Week 23 Foundations (Phonics):

- Decode and encode variant vowels oo, ou, u_e, ew, ue
- Word Analysis: contractions with ‘ll, ‘ve, ‘m, ‘re, ‘s
- Read and write high frequency words
- Fluency: Practice expression

Week 24 Foundations (Phonics):

- Decode and encode variant vowels aw, au, a(l)
- Word Analysis: irregular plurals

Learning Activities: *If the link says “resource not available”, scroll to the bottom of the page to find the resource.*

Learning Module 5 - Week 1 (Student Week 21)

- [Words with Vowel Diphthongs and Digraphs](#)
- [Irregular High Frequency Words with Elkonin Boxes](#)
- [Two-Syllable Words with Prefixes and Suffixes](#)
- [Fluency Implementation Guide](#)
- [Fluency Skill: Intonation/Inflection](#)

Learning Module 5 - Week 2 (Student Week 22)

- [Understand Contractions](#)
- [Words with Vowel Diphthongs and Digraphs](#)
- [Irregular High Frequency Words with Elkonin Boxes](#)
- [Connect Text with Visuals](#)
- [Use Context to Find Word Meaning](#)
- [Fluency Implementation Guide](#)
- [Fluency Skill: Intonation/Inflection](#)

Learning Module 5 - Week 3 (Student Week 23)

- Read and write high frequency words
- Fluency: Practice accuracy

Week 25 Foundations (Phonics):

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

Week 18 Reading:

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

Week 19 Reading:

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

Week 20 Reading:

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

Lesson 5 Writing (Ready Reading Lesson 19-21)

- Writing to Inform: Lab Report

[Understand Contractions](#)

[Words with Vowel Diphthongs and Digraphs](#)

[Contractions: 'll, 've, 'm, 're, 's](#)

[Irregular High Frequency Words with Elkonin Boxes](#)

[Recognize Multiple-Meaning Words](#)

[Identify Supporting Reasons](#)

[Fluency Implementation Guide](#)

[Fluency Skill: Intonation/Inflection](#)

Learning Module 5 - Week 4 (Student Week 24)

[Words with Vowel Diphthongs and Digraphs](#)

[Words with Variant Vowel a\(l\): alk, alt, all](#)

[Irregular High Frequency Words with Elkonin Boxes](#)

[Suffixes -ful and -less](#)

[Sort Words by Categories and Attributes](#)

[Compare and Contrast](#)

[Fluency Implementation Guide](#)

[Fluency Skill: Intonation/Inflection](#)

Learning Module 5 - Week 5 (Cumulative Review)

[Words with Vowel Diphthongs and Digraphs](#)

[Irregular High Frequency Words with Elkonin Boxes](#)

[Suffixes -ful and -less](#)

[Sort Words by Categories and Attributes](#)

[Compare and Contrast](#)

[Fluency Implementation Guide](#)

[Fluency Skill: Intonation/Inflection](#)

Learning Module 5 - Week 6 (Student Week 25)

[Short Vowel Digraphs](#)

[Irregular High Frequency Words with Elkonin Boxes](#)

[Words with Variant Vowel a\(l\): alk, alt, all](#)

[Words with Vowel Diphthongs and Digraphs](#)

[Understand Contractions](#)

[Fluency Implementation Guide](#)

[Fluency Skill: Intonation/Inflection](#)

Resources:

Magnetic Reading Foundations for Grades K-2 [Resource Selector Tool](#)

Word banks (ex. word wall with unit themed sight words)

Anchor Charts

Ready Reading Teacher Manual and Teacher Toolbox

Ready Writing Teacher Manual

i-Ready Teacher Manual and Teacher Toolbox

Student Journals for Ready Reading, Magnetic Reading, Ready Writing

Word Building Cards

Sound Spelling and Articulation Cards

Super Word Cards

Elementary District Purchased Digital Student Resources:

- iReady
- Learning A-Z
- See Saw

Magnetic Readers Library [Printable Readers pp 401-499](#)

Magnetic Readers Unit 5 Tell Me About It

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

Recommended Read Aloud Books: Unit 5 Tell Me About It

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

Suggested Activities for Differentiation

Suggested Strategies and Practices that Support Students with Disabilities:

Follow All IEP Modifications

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

Suggested Strategies and Practices that Support English Language Learners:

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

Students At Risk of Failure:

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

Students with 504 Plans:

Follow All 504 Modifications
Articulation videos (iReady Teacher Toolbox)

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

Specific Strategies and Practices that Support Gifted & Talented Students:

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

Unit 6: Land and Water

Stage 1: Desired Results

Unit 6: Land and Water

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

Unit 6 Learning Targets

NJSLS Grade Level Standards:

Key Ideas and Details:

- 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.

Craft and Structure:

- 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.

Integration of Knowledge and Ideas:

- 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.

Writing:

- WI. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Progress Indicators for Reading Foundational Skills Phonics and Word Recognition:

- RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - A. Know spelling-sound correspondences for common vowel teams.
 - B. Decode regularly spelled two-syllable words with long vowels.
 - C. Decode words with common prefixes and suffixes.
 - D. Identify words with inconsistent but common spelling-sound correspondences.
 - E. Recognize and read grade-appropriate irregularly spelled words. Fluency
- RF.2.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Vocabulary Acquisition and Use:

- L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - A. Use collective nouns (e.g., group).
 - B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
 - C. Use reflexive pronouns (e.g., myself, ourselves).
 - D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
 - E. Use adjectives and adverbs, and choose between them depending on what is to be modified.

- F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
- L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - A. Capitalize holidays, product names, and geographic names.
 - B. Use commas in greetings and closings of letters.
 - C. Use an apostrophe to form contractions and frequently occurring possessives.
 - D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
 - E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

Speaking and 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.
 - D. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
 - E. Build on others' talk in conversations by linking their explicit comments to the remarks of others.
 - F. Ask for clarification and further explanation as needed about the topics and texts under discussion

Curricular Connections

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

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

Computer Science & Design Thinking (CS & DT):

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

Interdisciplinary Connections:

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

Unit 6 Essential Questions:

- What is a feature of the land in our state?
- Why do you think people like to hike on mountains and in canyons?
- What is the integration of knowledge and ideas in literature?

Unit Enduring Understandings:

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

<ul style="list-style-type: none"> • Can I use graphics and pictures to predict what a story is about? • What is an opinion letter? 	
<p>Content-Students will know: Content-Students will know: For reference: Magnetic Reading Foundations Volume 2: Page A38-A39</p> <p>Phonics:</p> <ul style="list-style-type: none"> • Week Twenty-six: Closed and open syllable patterns • Week Twenty-seven: Final e syllable patterns • Week Twenty-eight: R-controlled vowel syllable patterns • Week Twenty-nine: Final stable syllable patterns: -sion, -tion, -le, -el, -al • Week Thirty: Vowel team syllable patterns <p>Unit Words: canyon, erosion, feature, mountain</p> <p>Super Words:</p> <ul style="list-style-type: none"> • Week Twenty-six: become, ever, questions, today • Week Twenty-seven: color, during, early, hours • Week Twenty-eight: father, finally, listen, mother • Week Twenty-nine: area, building, measure, nothing • Week Thirty: certain, enough, special, strong <p>Comprehension:</p> <ul style="list-style-type: none"> • Connect words and pictures • Compare and contrast stories <p>Writing:</p> <ul style="list-style-type: none"> • Opinion writing expresses the author’s opinion about a topic. • The author of an opinion piece states an opinion, or what he or she thinks, feels, or believes, and provides reasons or evidence to support the opinion. • Examples of Opinion Writing: <ul style="list-style-type: none"> ○ Letters to the Editor, Petitions, Advertisements 	<p>Skills-Students will be able to:</p> <p>Foundations</p> <ul style="list-style-type: none"> • Use decoding skills to practice reading and writing. <ul style="list-style-type: none"> ○ Closed and open syllable patterns ○ Final e syllable patterns ○ R-controlled vowel syllable patterns ○ Final stable syllable patterns: -sion, -tion, -le, -el, -al ○ Vowel team syllable patterns <p>Language</p> <ul style="list-style-type: none"> • Identify and write contractions • Identify spelling patterns • Compare formal and informal uses of English <p>Reading</p> <ul style="list-style-type: none"> • Explain how pictures in a story help me understand a story’s characters • Explain how pictures in a story help me understand a story’s setting • Explain how pictures in a story help me understand a story’s plot • Compare and contract the same story told by different authors • Compare and contrast the same story from different cultures <p>Writing</p> <ul style="list-style-type: none"> • Introduce the topic or book they are writing about, state and opinion • Supply reasons that support the opinion • Use linking words (e.g. because, and also) to connect opinion and reasons • Provide a concluding statement or section

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

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

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

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

Stage 3: Core Instructional Plan & Resources

Skill:

Week 26 Foundations (Phonics):

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

Week 27 Foundations (Phonics):

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

Week 28 Foundations (Phonics):

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

Week 29 Foundations (Phonics):

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

Week 30 Foundations (Phonics):

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

Learning Activities: *If the link says “resource not available”, scroll to the bottom of the page to find the resource.*

Learning Module 6 - Week 1 (Student Week 26)

[Inflectional Endings With Spelling Changes](#)

[Two-Syllable Words with Short Vowels](#)

[Distinguish Open and Closed Syllables](#)

[Identify Long Vowel Syllable Types](#)

[Decode Two-Syllable VC/CV Words](#)

[Multisyllabic Words: Three and Four Syllables](#)

[Multisyllabic Words: Three to Five Syllables](#)

[Connect Text and Visuals](#)

[Recognize Synonyms](#)

[Fluency Implementation Guide](#)

[Fluency Skill: Rate & Accuracy](#)

Learning Module 6 - Week 2 (Student Week 27)

[Two-Syllable Words with Prefixes and Suffixes](#)

[Irregular High Frequency Words with Elkonin Boxes](#)

[Multisyllabic Words with Prefixes and Suffixes](#)

[Multisyllabic Words: Three or Four Syllables](#)

[Multisyllabic Words: Three to Five Syllables](#)

[Sort Words by Categories and Attributes](#)

[Compare and Contrast](#)

[Fluency Implementation Guide](#)

[Fluency Skill: Rate & Accuracy](#)

Learning Module 6 - Week 3 (Student Week 28)

[Two-Syllable Words with Prefixes and Suffixes](#)

Week 21 Reading:

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

Week 22 Reading:

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

Lesson 6 Writing (After Ready Reading Lesson 22)

- Writing an Opinion: Letter

[Irregular High Frequency Words with Elkonin Boxes](#)
[Suffixes -er, -or](#)

[Multisyllabic Words with Prefixes and Suffixes](#)

[Multisyllabic Words: Three and Four Syllables](#)

[Identify and Count Syllables](#)

[Multisyllabic Words: Three to Five Syllables](#)

[Fluency Implementation Guide](#)

[Fluency Skill: Rate & Accuracy](#)

Learning Module 6 - Week 4 (Student Week 29)

[Final Stable Syllables: -le, -el, -al](#)

[Two-Syllable Words with Short Vowels](#)

[Final Stable Syllables: -tion, -sion](#)

[Irregular High Frequency Words with Elkonin Boxes](#)

[Fluency Implementation Guide](#)

[Fluency Skill: Rate & Accuracy](#)

Learning Module 6 - Week 5 (Cumulative Review)

[Final Stable Syllables: -le, -el, -al](#)

[Two-Syllable Words with Short Vowels](#)

[Final Stable Syllables: -tion, -sion](#)

[Irregular High Frequency Words with Elkonin Boxes](#)

[Multisyllabic Words: Three and Four Syllables](#)

[Multisyllabic Words: Three to Five Syllables](#)

[Fluency Implementation Guide](#)

[Fluency Skill: Rate & Accuracy](#)

Learning Module 6 - Week 6 (Student Week 30)

[Irregular High Frequency Words with Elkonin Boxes](#)

[Multisyllabic Words: Three and Four Syllables](#)

[Multisyllabic Words: Three to Five Syllables](#)

[Fluency Implementation Guide](#)

[Fluency Skill: Rate & Accuracy](#)

Resources:

Magnetic Reading Foundations for Grades K-2 [Resource Selector Tool](#)

Word banks (ex. word wall with unit themed sight words)

Anchor Charts

Ready Reading Teacher Manual and Teacher Toolbox

Ready Writing Teacher Manual

i-Ready Teacher Manual and Teacher Toolbox

Student Journals for Ready Reading, Magnetic Reading, Ready Writing

Word Building Cards

Sound Spelling and Articulation Cards

Super Word Cards

Elementary District Purchased Digital Student Resources:

- iReady
- Learning A-Z
- See Saw

Magnetic Readers Library [Printable Readers pp 501-599](#)

Magnetic Readers Unit 6 Land and Water

- Week 26: Landforms; *Landforms*, by Maria Meyer
- Week 27: Bodies of Water; *Water Wonders*, by Maxwell Egan
- Week 28: That Was Quick!; *Volcanoes Change Land*, by Gabriel Carrilla
- Week 29: Such a Long Time!; *A Mountain Hike*, by Dylan Hamm
- Week 30: Earth Rocks!; *Joan's Rocks*, Isabelle Echevarria

Recommended Read Aloud Books: Unit 6 Land and Water

- *Bodies of Water*, by Nadia Higgins
- *Water Rolls*, by Pat Mora
- *Ice Queen*, by Anna Prokos

Suggested Activities for Differentiation

Suggested Strategies and Practices that Support Students with Disabilities:

Follow All IEP Modifications

Articulation videos (iReady Teacher Toolbox)

Classroom Visuals (Vowel Valley, Sound Walls)

Personal Visuals (ex. Sound Spelling Cards, Articulation Cards, personal sound wall)

Introduce Key Vocabulary Before Lesson

Teacher Reads Aloud Daily

Choral Reading

Chants, Songs (ex: The Vowel Song on Youtube)
Small Group Instruction- Guided Reading and Guided Writing
Flexible Grouping
Use Books On Tape (Listening Center)
Allow Extra Time To Complete Assignments Or Tests
Allow Answers To Be Given Orally Or Dictated
Provide Picture Instructions
Provide brain breaks
Use a strong student as a “buddy”

Suggested Strategies and Practices that Support English Language Learners:

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

Students At Risk of Failure:

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

Students with 504 Plans:

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

Provide Fidget Tools
Flexible Seating
Chunk Assignments
Positive Reinforcement

Specific Strategies and Practices that Support Gifted & Talented Students:

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