



# Unit 4

## Teacher Guide

Core Knowledge Language Arts® • New York Edition • Skills Strand



Core Knowledge®

GRADE 2





# Unit 4

## Teacher Guide

Skills Strand  
GRADE 2

Core Knowledge Language Arts®  
New York Edition



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# Alignment Chart for Unit 4

The following chart demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Unit 4		Lesson																									
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
Reading Standards for Literature: Grade 2																											
Key Ideas and Details																											
STD RL.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.																										
CKLA Goal(s)	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i> ), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓	✓								
STD 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.																										
CKLA Goal(s)	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																											
STD 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.																										
CKLA Goal(s)	Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓	✓						✓		

Alignment Chart for Unit 4										Lesson																										
										1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
Range of Reading and Level of Text Complexity																																				
STD RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.																																			
CKLA Goal(s)	Read and understand decodable text of appropriate complexity for Grades 2–3 that incorporates the specific code knowledge taught	<div>✓</div>																																		
Reading Standards for Informational Text: Grade 2																																				
Key Ideas and Details																																				
Integration of Knowledge and Ideas																																				
STD RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.																																			
CKLA Goal(s)	Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational text read independently and explain how these graphics clarify the meaning of the text	<div>✓</div>																																		



## Alignment Chart for Unit 4

### Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
<b>Reading Standards for Foundational Skills: Grade 2</b>																									
<b>Phonics and Word Recognition</b>																									
<b>STD RF.2.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.																								
<b>STD RF.2.3a</b>	Distinguish long and short vowels when reading regularly spelled one-syllable words.																								
<b>CKLA Goal(s)</b>	<p>Use knowledge of the letter sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words</p> <p><b>Unit 1:</b> 'a' &gt; /a/; 'e' &gt; /e/; 'i' &gt; /i/; 'o' &gt; /o/; 'u' &gt; /u/</p> <p><b>Unit 2:</b> 'a_e' &gt; /ae/; 'ee' &gt; /ee/; 'i_e' &gt; /ie/; 'o_e' &gt; /oe/; 'u_e' &gt; /ue/</p>																								
<b>STD RF.2.3b</b>	Know spelling-sound correspondences for additional common vowel teams.																								
<b>CKLA Goal(s)</b>	<p>Read and write words spelled with the following vowel teams: long vowel sounds: 'ai', 'ay' &gt; /ae/; 'e_e', 'ea', 'ey' &gt; /ee/; 'oa', 'oe', 'ow' &gt; /oe/; 'ie', 'igh' &gt; /ie/; short vowel sounds: 'ou', 'o_e' &gt; /u/; 'ea' &gt; /e/; other vowel sounds: 'oi', 'oy' &gt; /oi/; 'aw', 'au', 'augh', 'al' &gt; /aw/; 'ow' &gt; /ou/; r-controlled vowel sounds: 'er' &gt; /er/; 'or' &gt; /or/; 'ar' &gt; /ar/</p>																								
<b>STD RF.2.3c</b>	Decode regularly spelled two-syllable words with long vowels.																								
<b>CKLA Goal(s)</b>	<p>Decode two-syllable words with any combination of the following syllable types: closed syllables; magic 'e' syllables; vowel digraph syllables; r-controlled syllables; open syllables; and consonant–LE syllables</p>																								

# Lesson

## Alignment Chart for Unit 4

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
<b>STD RF.2.3e</b>	Identify words with inconsistent but common spelling-sound correspondences.																								
<b>CKLA Goal(s)</b>	<p>Read and write words with the following letter-sound correspondences:</p> <p>‘a’ as /a/ (<i>hat</i>), /ae/ (<i>paper</i>), /ə/ (<i>about</i>), or /o/ (<i>water</i>); ‘i’ as /i/ (<i>hit</i>), /ie/ (<i>item</i>), or /ee/ (<i>skt</i>); ‘o’ as /o/ (<i>hop</i>), /oe/ (<i>open</i>), or /u/ (<i>son</i>); ‘e’ as /e/ (<i>pet</i>), /ee/ (<i>me</i>), or /ə/ (<i>debate</i>); ‘u’ as /ue/ (<i>unit</i>) or /u/ (<i>but</i>); ‘y’ as /y/ (<i>yes</i>), /ie/ (<i>try</i>), /i/ (<i>myth</i>), or /ee/ (<i>funny</i>); ‘ir’ (<i>bird</i>), ‘ur’ (<i>hurt</i>), or ‘er’ as /er/ (<i>her</i>); ‘ar’ &gt; /ar/ (<i>car</i>) or /or/ (<i>war</i>); ‘al’ &gt; /ə/ + /l/ (<i>animal</i>) or /aw/ (<i>wall</i>); ‘il’ &gt; /ə/ + /l/ (<i>pencil</i>); ‘ul’ &gt; /ə/ + /l/ (<i>awful</i>); ‘el’ &gt; /ə/ + /l/ (<i>travel</i>); ‘le’ &gt; /ə/ + /l/ (<i>apple</i>); ‘tion’ &gt; /sh/ + /ə/ + /n/; ‘ph’ &gt; /f/ (<i>phone</i>); ‘ch’ &gt; /k/ (<i>school</i>); ‘al’ &gt; /aw/ (<i>wall</i>)</p>																								
<b>STD RF.2.3f</b>	Recognize and read grade-appropriate irregularly spelled words.																								
<b>CKLA Goal(s)</b>	<p>Read the following tricky words:</p> <p><b>Unit 4:</b> <i>people, walk, grownup, building, statue</i></p>																								
<b>Fluency</b>																									
<b>STD RF.2.4</b>	Read with sufficient accuracy and fluency to support comprehension.																								
<b>CKLA Goal(s)</b>	<p>Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension</p>																								

## Alignment Chart for Unit 4

### Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
<b>STD RF.2.4a</b>	Read grade-level text with purpose and understanding.																								
<b>CKLA Goal(s)</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓		✓				
<b>Writing Standards: Grade 2</b>																									
<b>Text Types and Purposes</b>																									
<b>STD W.2.1</b>	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., <i>because</i> , <i>and</i> , <i>also</i> ) to connect opinion and reasons, and provide a concluding statement or section.																								
<b>CKLA Goal(s)</b>												✓	✓	✓	✓	✓				✓					
<b>Production and Distribution of Writing</b>																									
<b>STD W.2.5</b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.																								
<b>CKLA Goal(s)</b>																✓									

**Alignment Chart for Unit 4****Lesson**

Alignment Chart for Unit 4																								
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Speaking and Listening Standards: Grade 2																								
Presentation of Knowledge and Ideas																								
STD SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language)																							
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification																							
Language Standards: Grade 2																								
Conventions of Standard English																								
STD L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																							
STD L.2.1a	Use collective nouns (e.g., <i>group</i> ).																							
CKLA Goal(s)	Use collective nouns (e.g., <i>group</i> )																							
STD L.2.1b	Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ).																							
CKLA Goal(s)	Form and use irregular plural nouns orally and in own writing																							
STD L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ).																							
CKLA Goal(s)	Use both regular and irregular past-, present-, and future-tense verbs orally and in own writing																							
STD L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.																							
CKLA Goal(s)	Use adjectives appropriately orally and in own writing																							
STD L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																							
STD L.2.2a	Capitalize holidays, product names, and geographic names.																							
CKLA Goal(s)	Capitalize holidays, product names, and geographic names																							



## Alignment Chart for Unit 4

### Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
<b>STD L.2.2b</b>	Use commas in greetings and closings of letters.																								
<b>CKLA Goal(s)</b>												✓	✓	✓	✓	✓									
<b>STD L.2.2e</b>	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.																								
<b>CKLA Goal(s)</b>	✓		✓		✓	✓										✓									
<b>Knowledge of Language</b>																									
<b>STD L.2.3</b>	Use knowledge of language and its conventions when writing, speaking, reading, or listening.																								
<b>STD L.2.3a</b>	Compare formal and informal uses of English.																								
<b>CKLA Goal(s)</b>					✓																				
<b>Vocabulary Acquisition and Use</b>																									
<b>STD L.2.4</b>	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.																								
<b>STD L.2.4a</b>	Use sentence-level context as a clue to the meaning of a word or phrase.																								
<b>CKLA Goal(s)</b>				✓				✓								✓									



These goals are addressed in all lessons in this unit. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.



# Unit 4 Introduction

Unit 4 is devoted to introducing more spelling alternatives for vowel sounds and three tricky spellings. Remember vowel sounds and their spellings are the most challenging part of the English writing system. Only two vowel sounds are almost always spelled just one way (/a/ and /ar/). The other 16 vowel sounds have at least one significant spelling alternative. Several of them have many spelling alternatives.

Many opportunities are provided in this unit for review of the spelling alternatives. The specific sounds and spellings introduced for the first time in this unit are:

- /er/ spelled 'er' (*her*), 'ur' (*hurt*), 'ir' (*bird*)
- /i/ spelled 'y' (*myth*)
- /ie/ spelled 'y' (*try*), 'igh' (*night*)
- /oe/ spelled 'ow' (*snow*)
- /ee/ spelled 'e' (*me*), 'y' (*funny*), 'ey' (*key*)
- /aw/ spelled 'al' (*wall*)

## Unit Overview

Week One				
Day 1 (Lesson 1)	Day 2 (Lesson 2)	Day 3 (Lesson 3)	Day 4 (Lesson 4)	Day 5 (Lesson 5)
Introduce Spelling Words (10 min.)	Common and Proper Nouns (5 min.)	Singular and Plural Nouns (10 min.)	Action Verbs (5 min.)	Student Spelling Assessment (15 min.)
Board Sort (10 min.)	Today's Focus Spellings (20 min.)	Board Sort (20 min.)	Today's Focus Spellings (20 min.)	Today's Focus Spellings (10 min.)
Spelling Tree (10 min.)	R-Controlled Vowels: Yes (Same) or No (Different)? (10 min.)	Practice: Yes (Same) or No (Different)? (15 min.)	Practice (10 min.)	Practice: Synonyms and Antonyms (15 min.)
/er/ Review: Yes or No? (20 min.)	Whole Group: "Morning" (25 min.)	Partner Reading: "Brooklyn" (15 min.)	Close Reading: "Drummer's Grove" (25 min.)	Partner Reading: "Dwight's Lights" (20 min.)
Tricky Word Game (10 min.)				
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two				
Day 6 (Lesson 6)	Day 7 (Lesson 7)	Day 8 (Lesson 8)	Day 9 (Lesson 9)	Day 10 (Lesson 10)
Introduce Spelling Words (10 min.)	Singular and Plural Nouns (20 min.)	Action Verbs (5 min.)	Nouns and Action Verbs (10 min.)	Student Spelling Assessment (15 min.)
Spelling Tree (15 min.)	Whole Group: “The Corner Market” (20 min.)	Today’s Focus Spellings (25 min.)	Today’s Focus Spellings (15 min.)	Regular and Irregular Singular and Plural Nouns (25 min.)
Wiggle Break (5 min.)	Remediation and Enrichment (20 min.)	Fill in the Blank (10 min.)	The ‘ow’ Spelling for /oe/ (15 min.)	Partner Reading: “The Subway” (20 min.)
Fill in the Blank (15 min.)		Close Reading: “The Diner” (20 min.)	Whole Group: “The Subway” (20 min.)	
Partner Reading: “The Gym” (15 min.)				
60 min.	60 min.	60 min.	60 min.	60 min.

Week Three				
Day 11 (Lesson 11)	Day 12 (Lesson 12)	Day 13 (Lesson 13)	Day 14 (Lesson 14)	Day 15 (Lesson 15)
Introduce Spelling Words (10 min.)	More Proper Nouns (20 min.)	More Proper Nouns (20 min.)	Recognize <i>To Be</i> as a Verb (20 min.)	Student Spelling Assessment (15 min.)
Review of the /ee/ sound and Its Spellings (15 min.)	Introduction to Persuasive Writing (40 min.)	Plan and Draft a Persuasive Letter (40 min.)	Planning and Drafting (40 min.)	Planning and Drafting (25 min.)
Tricky Spelling ‘e’ (20 min.)				Close Reading: “The Daydream” (20 min.)
Whole Group: “Wall Street” (15 min.)				
60 min.	60 min.	60 min.	60 min.	60 min.

Week Four				
Day 16 (Lesson 16)	Day 17 (Lesson 17)	Day 18 (Lesson 18)	Day 19 (Lesson 19)	Day 20 (Lesson 20)
Introduce Spelling Words (10 min.)	Oral Discrimination (10 min.)	Word Sort (10 min.)	Review Action Verbs (10 min.)	Student Spelling Assessment (15 min.)
Partner Reading: “The Florist” (25 min.)	Tricky Spelling ‘y’ (15 min.)	Board Work (15 min.)	Present and Past Tense of <i>To Be</i> (30 min.)	Review and Practice (25 min.)
Editing a Persuasive Letter and/or Small Group Review (25 min.)	Practice: Fill in the Blank (15 min.)	Wiggle Cards (5 min.)	Small Group and Partner Reading: “The Grocery” (20 min.)	Small Group: Remediation and Enrichment (20 min.)
	Close Reading: “The Bakery” (20 min.)	Changing ‘y’ to ‘i’ and Adding –es (15 min.)		
		Small Group and Partner Reading: “Keeping It Up” (15 min.)		
60 min.	60 min.	60 min.	60 min.	60 min.



Week Five				
Day 21 (Lesson 21)	Day 22 (Lesson 22)	Day 23 (Lesson 23)	Day 24 (Lesson 24)	Day 25 (Lesson 25)
Flip Book Review (10 min.)	Reading Comprehension (30 min.)	Oral Reading Fluency (5 minutes per student)	Oral Reading Fluency (5 minutes per student)	Oral Reading Fluency (5 minutes per student)
Spellings for /aw/ (20 min.)	Wiggle Cards (5 min.)	Whole Group: Word Identification and Decoding (15 min.)	Activities per Teacher Choice (45 min.)	Activities per Teacher Choice (45 min.)
Spellings for /aw/: Fill in the Blank (10 min.)	Grammar Assessment: "Which is Right?" (25 min.)	Teacher Choice Activities (45 min.)		
Whole Group: "Inventory" (20 min.)				
60 min.	60 min.	60 min.	60 min.	60 min.

## Tricky Spellings

Some of the spellings introduced in this unit represent multiple sounds. For example, the spelling 'y' is introduced as a spelling alternative for the /i/ sound. Also, 'y' is a spelling alternative for the /ie/ sound, and a spelling alternative for the /ee/ sound. In addition, students already know 'y' is the basic code spelling for the /y/ sound. We can say this spelling is shared between /i/, /ie/, /ee/, and /y/. Or we can say it is ambiguous because it can stand for either /i/, /ie/, /ee/, or /y/. Because this spelling can stand for more than one sound, it is called a tricky spelling. Tricky spellings often pose a problem for the reader. When a reader comes across an unfamiliar word containing the 'y' spelling, he or she may need to try pronouncing the tricky spelling different ways to determine the actual pronunciation of the word.

The following tricky spellings are taught in this unit:

- 'e' can be pronounced /e/ (*pet*) or /ee/ (*me*)
- 'i' can be pronounced /i/ (*it*) or /ie/ (*biting*)
- 'y' can be pronounced /ee/ (*funny*), /i/ (*myth*), /ie/ (*try*), or /y/ (*yes*)

## Tricky Words

Tricky Words are introduced in this unit on an as-needed basis.

The following Tricky Words are introduced in stories in the Reader. They should be pre-taught during the lessons before the stories are read.

- Lesson 3: *people, walk, grownup*
- Lesson 16: *building*
- Pausing Point: *statue*

**Note:** In the Reader, the story "Battery Park" is designated as a supplemental story for use during the Pausing Point. If you use this story, you should pre-teach the word *statue* as a Tricky Word.

When introducing these words, be sure to draw attention to the parts read (and spelled) just as students would expect based on what they have learned so far and also to the tricky parts of each word.

As you introduce new spelling patterns, you will notice some words previously introduced as Tricky Words can be seen as part of spelling patterns. For example, once you have taught ‘e’ as a spelling alternative for /ee/, the words *he*, *she*, *we*, *be*, and *me* no longer need to be treated as Tricky Words. They can be described as members of a larger spelling pattern that includes words like *prefix* and *repeat*. At this point these words should be removed from the Tricky Word wall, if you have one. You may wish to place a green border around the yellow word cards and move the card to the decodable word wall. Alternately, you may wish to rewrite the word onto a green card and place it on the decodable word wall. This is an excellent opportunity to demonstrate, visually, to students their growing knowledge of sound spellings.

## Multi-Syllable Words and Chunking

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Once again we have included the Appendix: Using Chunking to Decode Multi-Syllable Words at the end of this Teacher Guide. We have provided the syllable division in this Teacher Guide when appropriate. Please feel free to use this as a resource when working with students who have not mastered the ability to chunk words into syllables for decoding.

## Reader

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The Reader for this unit is *The Job Hunt*. This fictional Reader describes a 19-year-old girl’s search for a job in New York City with the help of her younger brother. The Introduction contains information about New York City, including a map.

## Grammar

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The grammar strand for Unit 4 reviews singular and regular plural nouns, as well as common and proper nouns. In addition, the formation of irregular plurals is introduced, as is the use of titles, such as *Mr.*, *Mrs.*, *Ms.*, and *Miss*, as a part of proper nouns. Students will continue their work with verbs, reviewing action verbs, learning about *to be* verbs, and working with verb tenses. Synonyms, antonyms, contractions, and quotations are also reviewed.

## Writing

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The writing strand continues with students learning about persuasive communication, specifically how to incorporate persuasive writing as part of a friendly letter.

## Spelling

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At this point, students have learned one way to write every sound in English except for the very rare /zh/ as in *treasure*. They also know a number of spelling alternatives for both vowel and consonant sounds. They should be able to write a plausible, if not dictionary correct, spelling for any word in their oral vocabulary. As the year goes on they will learn more and more of

the spelling alternatives they will need to achieve dictionary-correct spelling. However, it will take some time for most students to begin to spell with a high level of accuracy, particularly when it comes to spelling vowel sounds.

Spelling achievement will generally trail reading achievement. First, students need to be introduced to the spelling alternatives and learn to decode them while reading. Then, after many exposures to the spellings in written words, students will begin to write the correct spelling independently. Some students move fairly rapidly from seeing spelling alternatives in print and completing word sorts to using the correct spellings in their writing. Others take longer to master conventional spelling. It is not unusual for this to take several years and it is not surprising given the complicated nature of the sound-spelling correspondence system of the English language. Nevertheless, the orderly, systematic way in which the spelling code is taught in this program should lead to noticeable improvements in spelling ability.

While spelling mastery is developing, you should continue to accept plausible spelling in drafts, though you can also encourage correct spelling in revisions, particularly when the word is made up of spellings students have been taught.

## Close Reading

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With the adoption of the CCSS, increasing attention has been focused on the practice of Close Reading. At the Grade 2 reading level, we continue our focus on text-dependent questions. Once again in this unit, we will also include direction for teachers to utilize a Close Reading approach with several stories from the Reader. We have crafted these lessons carefully to focus the student on the text itself and precisely what meanings can be derived from close examination of said text. If you wish to read more about Close Reading or compose some Close Reading lessons of your own, please visit this website: <http://www.achievethecore.org>.

Additionally, you will note wherever these lessons occur, (Lessons 4, 8, 15, and 17 of this unit) our commitment to placement of decodable text in the Reader and Workbook does not waiver. Close Reading lessons will intensify as the units progress. You will find in this unit, the rigor has increased. The Close Reading Lessons occur about once a week. Please note, for some weeks where writing or assessment are the focus, there may not be sufficient time available to conduct a Close Reading lesson.

## Assessment Opportunities

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Weekly spelling assessments continue in Unit 4. Each assessment is accompanied by a spelling analysis sheet. Use of this assessment and careful thought about students' errors will give you insight into planning remediation of both decoding and encoding skills.

In addition, we recommend you continue using the Anecdotal Reading Record found in the Teacher Resources section at the end of this Teacher Guide. You should circulate and listen to students read, making notes as you listen. You should strive to hear every student read aloud at least once or twice a week.

A Student Performance Task Assessment occurs in Lessons 23–25. The assessment components are the Oral Reading Fluency Assessment, and Word Identification and Decoding Skills Assessment. The Oral Reading Fluency Assessment is administered one-on-one with students while the Word Identification and Decoding Skills Assessment component is administered to the entire class at once. If students struggle on this assessment, you may need to spend a few days reviewing before moving on and/or you may need to conduct remedial work with specific students.

## Pausing Point Pages

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As in previous units, Unit 4 includes a Pausing Point. Although these activities can be used at the end of Unit 4, you do not have to wait until you have completed the unit to use this section. These provide practice and remediation ideas that can be used throughout the unit, not just at the end. However, you do need to be careful not to use Workbook pages containing spellings not yet introduced in the unit.

## Fluency Packet

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A separate component, The Fluency Packet, is available for download at <http://www.coreknowledge.org/G2-FP>. This component has been designed to complement the unit. In it you will find a poem, an informational piece titled “Did You Know?”, a Reader’s Theater, a realistic fiction and a science or social studies selection. This component is designed for you to send home with students. Students are expected to practice this component at home. You may wish to invite students to perform the fluency selections for classmates at some point during the school day. These would be ideal to use during transition times in the school day.

Although not marked in the Alignment Chart at the beginning of the Teacher Guide, when you use this Fluency Packet, you will be addressing the following additional Common Core State Standard:

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

## Records

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Included for the first time in Unit 4 is a reading log for your students. It can be found in the Teacher Resources section of this Teacher Guide. At this point, we highly recommended students read independently at home for 20 minutes each night. You may choose to have students keep a log of what they read at home, and/or of what they read independently in class.

In addition, another Anecdotal Reading Record is provided. Please remember it is important to hear each student read at least twice a week, and this record is helpful in tracking students’ progress. Finally, you may have students keep samples of their writing, particularly from Lessons 12–16 of this unit, in their writing portfolios. The writing portfolios are not only a helpful way of organizing work, but also a nice way to capture students’ growth throughout the year.

## ***Assessment and Remediation Guide***

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A separate publication, the *Assessment and Remediation Guide*, provides further guidance in assessing, analyzing, and remediating specific skills. This guide can be found online at <http://www.coreknowledge.org/AR-G2-U4>. Refer to this URL for additional resources, mini-lessons, and activities to assist students who experience difficulty with any of the skills presented in this unit.