



# Washington Township School District



*The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive educational environment that provides opportunity for all students to attain the knowledge and skills specified in the NJ Learning Standards at all grade levels, so as to ensure their full participation in an ever-changing world as responsible, self-directed and civic-minded citizens.*

	<b>Foundations / Foundational Skills</b>
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	Second Grade
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	Full Year:	X	Semester:		Marking Period:	
	Foundations provides a researched-based program that includes instruction and assessments. It provides all students with a foundation for reading and spelling. It is part of the CORE ELA instructional program. Instruction emphasizes phonemic awareness, phonics-word study, high frequency words, fluency, vocabulary, handwriting, and spelling. Foundations focuses on the gradual release of responsibility method which encourages a goal of independence.					
	Foundations includes unit assessments. Students who do not demonstrate 80% proficiency should be included in reteaching and review opportunities so that these foundational skills may be met.					
	Foundations high frequency cards, letter boards, titles, white boards, posters, Echo the Owl.  Heggerty Resources , Amira Resources, and other early literacy tools are used for ongoing review and support.					

## Teaching

- Implementing a standards-based curriculum
- Facilitating a learner-centered environment
  - Using academic target language and providing comprehensible instruction
- Adapting and using age-appropriate authentic materials
- Providing performance-based assessment experiences
  - Infusing 21st century skills for College and Career Readiness in a global society

	ELA Committee
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**Written:** August 2014

**Revised:** August 2024

**BOE Approval:**

**Unit Title:** 1 Digraphs and Blends

**Unit Description:**

Unit 1 reviews some of the concepts, sounds, and spelling rules taught in Foundations Level 1, including digraphs sh, th, ch, ck, and wh. You will also review the definition of a digraph and the difference between a digraph and a blend. Students will review the concept of digraph blends such as in the word *bunch*. The spelling of the /k/ sound will be taught and how to determine when to use each spelling option. Lastly, you will review the Closed Syllable type.

**Unit Duration:** Two (2) Weeks

**Desired Results**

**Standard(s):** L.RF.2.3. a,b,c,d, e, f, g, L.RF.2.4. a,b,c, SL.AS.2.6.

**Understandings:**

*Students will understand that...*

- Word analysis and decoding skills are foundational for success as a reader.
- Letter and letter combinations represent sounds
- Fluent Readers' group words together quickly to help them gain meaning from what they read
- Fluent readers accurately process print with expression at an appropriate rate

**Essential Questions:**

- How do sounds and letters create words? • When a word doesn't make sense, what can I do?
- What do good readers do?
- Why does fluency matter?

**Assessment Evidence**

**Performance Tasks:**

Unit 1 Assessment

**Other Evidence:**

Mid Unit check point  
Student input using notebook or other (e.g., dry erase boards)  
Teacher observations and data collection

**Benchmarks:**

Unit 1 Benchmark, Teacher Observation during dictation practice, Day 5 Check Ups, Running Records, Oral reading through Amira, DRA, DSA

**Learning Plan**

## Learning Activities and Resources:

Weeks 1-2 Below:

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know)	Skill Objectives (Students Will Be Able To)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources
<b>Unit 1- Digraphs and Blends Week 1</b>	<p>Review tapping and read words.</p> <p>Review reading and spelling words with digraph sounds and how to code digraphs: sh, ch, th, wh, and ck.</p> <p>Review reading and spelling words with 2 and 3 letter blends and how to code words with blends.</p>	<p>Distinguish short vowels when reading and spelling regularly spelled one-syllable words.</p> <p>Identify words with common spelling sounds correspondences.</p> <p>Recognize and read grade-appropriate irregularly spelled words.</p> <p>Produce complete sentences when appropriate to the task.</p>	<p>Drill Sounds Activity Echo and find Letter</p> <p>Reteach primary consonant sounds and short vowel sounds and the tapping procedure for reading words.</p> <p>Build the word map using the Standard Sound Cards. Say sounds separately then blend sounds together. Tap a finger to thumb while saying each letter sound. Then blend the sounds and say the word as you drag your thumb across <u>you</u> fingers beginning with the index finger.</p>	<p>TM page 75</p> <p>TM page 67 Standard Sound Cards</p>
	Review the Closed Syllable type by identifying that these words contain one vowel, which is short, followed by a consonant.		<p>Review digraphs by showing students the Standard Sound Cards for sh, ch, th, wh, and ck.</p> <p>Review coding of digraphs by underlining with one line.</p>	TM page 68 and 69 Standard Sound Cards
	Review spelling for Foundations Level 1 Trick words.		Review Blends using Standard Sound Cards. <u>Form</u> the word <i>slip</i> . Explain that <i>slip</i> has 4 sounds because the letters each make their own sound.	
			Dictation	

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources
<b>Unit 1- Digraphs and Blends Week 2</b>	Learn the spelling of the /k/ sound.	Distinguish short <u>vowels</u> when reading and spelling regularly spelled one-syllable words.  Identify words with common spelling sounds correspondences.  Recognize and read grade-appropriate irregularly spelled words.	Review Digraph Blends with Standard Sound Cards. Build the word <i>hunch</i> . Review marking for Digraph Blend. Dictate the word <i>sock</i> . Students tap out the sounds. Ask students what says /k/. Explain why you would use the different spelling options for certain words. Continue to dictation words with the /k/ sound and have students build words on their <u>Letter Boards</u> .	TM page 75 to 78  TM page 69 and 70 Standard Sound Cards Letter Boards
		Produce complete <u>sentences</u> when appropriate to the task.		
	Review Closed Syllable concept.		Explain to the <u>students</u> words have parts that go together called syllables. Explain that Closed Syllables have one vowel and must be closed in by a consonant. A Closed Syllable gives the vowel a short sound. Using Standard Sound Cards Build various words and discuss and explain which words are Closed Syllables.	TM page 70 and 71 Standard Sound Cards Letter Boards
	Review spelling		Dictate words and have students build using their Magnetic Letter Tiles.	
			Additional Activities: Word of the Day Make it Fun	TM page 71 Magnetic Letter Tiles

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	Refer to Additional Activities in Teachers Manual- *Make It Fun *Story Time *Word of the Day * Word Talk
<b>Struggling Learners</b>	Double Dose Model for 3 days (see appendix) Fluency Kit Intervention Placement Inventory
<b>English Language Learners</b>	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Fluency Kit
<b>Special Needs Learners</b>	Double Dose Model for 5 days (see appendix) Fluency Kit Decodable Stories Intervention Placement Inventory

<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide</a> to Section 504 to assist in the development of appropriate plans.
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<b>Interdisciplinary Connections</b>
<b>Indicators:</b> * This is a component of our ELA block. See reading/writing for these connections.

<b>Integration of 21 Century Skills</b>
<b>Indicators:</b> * This is a component of our ELA block. See reading/writing for these connections.

<b>Unit Title: 2 <u>Bonus Letter and Welded Sounds (Glued Sounds)</u></b>	
<b>Unit Description:</b> In this Unit, you will review the ff, ll, ss bonus letter rule. You will also reteach the “glued” or welded sounds: all, am, an, ang, ing, ong, ung, ank, ink, onk, unk. You will begin to introducing the keywords-sounds of selected vowel teams using the Vowel Teams Poster	
<b>Unit Duration:</b> Two (2) weeks	
<b>Desired Results</b>	
<b>Standard(s):</b> L.RF.2.3.a,e,f, L.RF2.4 a,b	
<b>Understandings:</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• Word analysis and decoding skills are foundational for success as a reader.</li> <li>• Letter and letter combinations represent sounds</li> <li>• Fluent Readers’ group words together quickly to help them gain meaning from what they read</li> <li>• Fluent readers accurately process print with expression at an appropriate rate</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do sounds and letters create words? • When a word doesn’t make sense, what can I do?</li> <li>• What do good readers do?</li> <li>• Why does fluency matter?</li> </ul>
<b>Assessment Evidence</b>	
<b>Performance Tasks:</b> Unit 2 Test	<b>Other Evidence:</b> Mid Unit check point Student input using notebook or other (e.g., dry erase boards) Teacher observations and data collection

**Benchmarks:**

Unit 2 Benchmark, Teacher Observation during dictation practice, Day 5 Check Ups, Running Records, Oral reading through Amira, DRA, DSA

**Learning Plan**

**Learning Activities:**

Weeks 1-2 (See below)

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know)	Skill Objectives (Students Will Be Able To)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources
<b>Unit 2</b> <b>Bonus Letter and</b> <b>Welded Sounds</b> <b>(Glued Sounds)</b> <b>Week 1</b>	Review Bonus <u>letters</u> : ff, ll, and ss.	Distinguish short <u>vowels</u> when reading and spelling regularly spelled one-syllable words.	Drill Sound Activity	TM page 91 TM page 83 and 84 Standard Sound Cards Magnetic Tile Boards
	Review all “glued” welded sounds.	Identify words with common spelling sounds correspondences.	Review bonus letter using Standard Sound Cards. Discuss that the letter <u>f</u> , <u>l</u> , and <u>s</u> require an additional letter but do not make a sound.	
	Introduce Vowel Teams and teach letter-keyword-sound.	Recognize and read grade-appropriate irregularly spelled words.	Review all “glued” welded sounds. Using green Standard Sound Cards and explain why they are on one card.	
	Review Level 1 Trick Words	Produce complete sentences when appropriate to the task	Teach how to code bonus letters and welded sounds.	
			Dictate and build words with Standard Sound Cards as well as Magnetic Tile Boards.	
			Introduce Vowel Teams Poster and keywords for ai and ay. Continue to review during Drill Sound Activity.	TM page 85 Baby Echo Level 1 Trick Word Flash Cards
Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know)	Skill Objectives (Students Will Be Able To)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources
<b>Week 2</b>			Drill Level 1 Trick Words using Trick Word Flashcards	TM pages 91-93
	Review other “Glued” sounds.		Dictation	TM page 91
			Drill Sounds	TM page 85
			Explain that /n/ and /m/ are nasal sounds.	
			Introduce Vowel Teams Poster and keywords for <u>ee</u> , <u>ea</u> and ay.	TM pages 91-93
			Dictate and build words with Standard Sound Cards as well as Magnetic Tile Boards.	
			Dictation	
			Additional Activities: Word of the Day Make it <u>Fun</u> Word Talk Storytime Blank Tile Game Make a Movie	

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	Refer to Additional Activities in Teachers Manual- *Make It Fun *Story Time *Word of the Day
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	* Word Talk
<b>Struggling Learners</b>	Double Dose Model for 3 days (see appendix) Fluency Kit Intervention Placement Inventory
<b>English Language Learners</b>	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Fluency Kit
<b>Special Needs Learners</b>	Double Dose Model for 5 days (see appendix) Fluency Kit Decodable Stories Intervention Placement Inventory
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide</a> to Section 504 to assist in the development of appropriate plans.

### **Interdisciplinary Connections**

**Indicators:** \* This is a component of our ELA block. See reading/writing for these connections.

### **Integration of 21 Century Skills**

**Indicators:** \* This is a component of our ELA block. See reading/writing for these connections.

### **Unit Title: 3 Closed Syllable Exception**

#### **Unit Description:**

In Unit 3, you will teach the exception to the closed syllable type. These exceptions are taught as “glued” or Welded Sounds. The exceptions are: ild, ind, old, olt, and ost.

**Unit Duration:** One (1) Week

### **Desired Results**

**Standard(s):** L.RF.2.3 a, e, f, L.RF.2.4. a,b,c , L.WF.2.3.



<p><b>Understandings:</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Word analysis and decoding skills are foundational for success as a reader.</li> <li>• Letter and letter combinations represent sounds</li> <li>• Fluent Readers' group words together quickly to help them gain meaning from what they read</li> <li>• Fluent readers accurately process print with expression at an appropriate rate</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do sounds and letters create words? • When a word doesn't make sense, what can I do?</li> <li>• What do good readers do?</li> <li>• Why does fluency matter?</li> </ul>
<p><b>Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b>  Unit 3 Test</p>	<p><b>Other Evidence:</b>  Mid Unit check point  Student input using notebook or other (e.g., dry erase boards)  Teacher observations and data collection</p>
<p><b>Benchmarks:</b></p> <p>Unit 3 Benchmark, Teacher Observation during dictation practice, Day 5 Check Ups, Running Records, Oral reading through Amira, DRA, DSA</p>	
<p><b>Learning Plan</b></p>	
<p><b>Learning Activities:</b></p> <p>See Weeks 1 below.</p>	

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & Interdisciplinary Connections
Unit 3 Closed Syllable Exception	Teach Closed Syllable  Teach students to mark words with closed syllable exception.  Introduce Vowel Teams and teach letter-keyword-sound.	Distinguish short <u>vowels</u> when reading and spelling regularly spelled one-syllable words.  Identify words with common spelling sounds correspondences.	Drill Sound Activity  Review closed syllable concept and using Standard Sound card build words. Introduce Exception and teach how to code words.
	Review Level 1 Trick Words	Recognize and read grade-appropriate irregularly spelled words.	Dictate and build words with Standard Sound Cards as well as Magnetic Tile Boards.
		Produce complete sentences when appropriate to the task	Introduce Vowel Teams Poster and keywords for oi and oy.
			Drill Trick Words using Trick Word Flashcards
			Dictation
			Additional Activities: Word of the Day Make it <u>Fun</u> Word Talk Storytime Blank Tile Game Make a Movie

<b>Unit Modifications for Special Population Students</b>	
<b>Advanced Learners</b>	Refer to Additional Activities in Teachers Manual- *Make It Fun *Story Time *Word of the Day * Word Talk
<b>Struggling Learners</b>	Double Dose Model for 3 days (see appendix) Fluency Kit Intervention Placement Inventory
<b>English Language Learners</b>	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Fluency Kit
<b>Special Needs Learners</b>	Double Dose Model for 5 days (see appendix) Fluency Kit Decodable Stories Intervention Placement Inventory

<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide</a> to Section 504 to assist in the development of appropriate plans.
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<b>Interdisciplinary Connections</b>
<b>Indicators:</b> * This is a component of our ELA block. See reading/writing for these connections.

<b>Integration of 21 Century Skills</b>
<b>Indicators:</b> * This is a component of our ELA block. See reading/writing for these connections.

<b>Unit Title:</b> 4 <u>Suffixes</u>	
<b>Unit Description:</b>  Unit 4 reviews the suffixes –s, -es, -ed, and –ing learned in Foundations Level 1. You will introduce the suffixes est and –er, as well as two additional sounds of – ed, /d/, and /t/.	
<b>Unit Duration:</b> Two (2) weeks	
<b>Desired Results</b>	
<b>Standard(s):</b> L.RF.2.3 b,d,e,f, L.RF.2.4 a, L.2.1f, L.WF.2.3.	
<b>Understandings:</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• Word analysis and decoding skills are foundational for success as a reader.</li> <li>• Letter and letter combinations represent sounds</li> <li>• Fluent Readers’ group words together quickly to help them gain meaning from what they read</li> <li>• Fluent readers accurately process print with expression at an appropriate rate</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do sounds and letters create words? • When a word doesn’t make sense, what can I do?</li> <li>• What do good readers do?</li> <li>• Why does fluency matter?</li> </ul>
<b>Assessment Evidence</b>	
<b>Performance Tasks:</b> Unit 4 Test	<b>Other Evidence:</b> Mid Unit check point Student input using notebook or other (e.g., dry erase boards) Teacher observations and data collection

**Benchmarks:**

Unit 4 Benchmark, Teacher Observation during dictation practice, Day 5 Check Ups, Running Records, Oral reading through Amira, DRA, DSA

## Learning Plan

**Learning Activities and Resources:**

See Weeks 1-2 below:

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know)	<u>Skill Objectives</u> (Students Will Be Able To)	<u>Instructional/Learning Activities</u> & Interdisciplinary Connections	<u>Instructional Resources</u>
Unit 4 Suffixes Week 1	Review concepts of baseword and suffixes.	Distinguish short vowels, when reading and spelling regularly spelled one-syllable words.	Drill Sound Activity	TM pages 110-126 Standard Sound Cards Magnetic Tile Boards Suffix Frames Baby Echo Trick Word Flash Cards
	Review suffixes –s, –es, –ing, –ed.	Decode words with common suffixes.	Review suffix –s and –es. Build baseword and review how to make the word plural. Build words using tiles and review yellow frames for suffix.	
	Introduce suffixes –er, and –est.	Identify words with common spelling sounds correspondences.	Review that /s/ sometimes says s or z when a suffix.	
	Introduce Letter-Keyword-Sound for oa, oe, and ow.	Recognize and read grade-appropriate irregularly spelled words.	Get the yellow –es suffix frames and tell students that this suffix says /iz/. Tell students that you use –es when a word ends with s, ch, sh, v, or x.	
	Introduce new Trick Words: even, their, animal.		Review suffix frames –ing and –ed. Build words with tiles and suffix frames.	
			Teach suffixes –er and –est.	
		Produce complete sentences when appropriate to the task.	Teach Letter-Keyword-Sound for oa, oe, and ow. Continue to review during the drill sound activity	
		Introduce sounds correspondence for additional common vowel teams.		

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources
Week 2	<p>Teach additional sounds for suffix –ed. (/ed/, /t/, /id/)</p> <p>Introduce Letter-Keyword-Sound for ou, oo, ue, ew.</p> <p>Introduce new Trick Words: here, use, used.</p>		<p>Build the word <i>rented</i>. Ask students what does the suffix say. Tell students suffix –ed can also say /t/ and /id/. Build words.</p> <p>Teach Letter-Keyword-Sound for ou, oo, ue, ew. Continue to review during the drill sound activity!</p> <p>Dictate and build words with Standard Sound Cards as well as Magnetic Tile Boards.</p> <p>Dictation</p> <p>Additional Activities: Word of the Day Make it Fun Word Talk Storytime Blank Tile Game Make a Movie</p>	

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<p>Refer to Additional Activities in Teachers Manual-</p> <ul style="list-style-type: none"> <li>*Make It Fun</li> <li>*Story Time</li> <li>*Word of the Day</li> <li>* Word Talk</li> </ul>
<b>Struggling Learners</b>	<p>Double Dose Model for 3 days (see appendix)</p> <p>Fluency Kit</p> <p>Intervention Placement Inventory</p>
<b>English Language Learners</b>	<p>Double Dose Model for 3 days (see appendix)</p> <p>Intervention Placement Inventory</p> <p>Fluency Kit</p>
<b>Special Needs Learners</b>	<p>Double Dose Model for 5 days (see appendix)</p> <p>Fluency Kit Decodable Stories</p> <p>Intervention Placement Inventory</p>
<b>Learners with a 504</b>	<p>Refer to page four in the <a href="#">Parent and Educator Resource Guide</a> to Section 504 to assist in the development of appropriate plans.</p>

### Interdisciplinary Connections

**Indicators:** \* This is a component of our ELA block. See reading/writing for these connections.

## **Integration of 21 Century Skills**

**Indicators:** \* This is a component of our ELA block. See reading/writing for these connections.

### **Unit Title:** 5 - Multisyllabic Words

#### **Unit Description:**

The focus of Unit 5 changes from sounds to syllables. Review how to read and spell multisyllabic words. In this unit, you will review the procedures for segmenting or dividing words into syllables. When dividing between closed syllables, students will learn to keep the first syllable closed by keeping the consonant after the first vowel with the first syllable.

**Unit Duration:** Two (2) Weeks

#### **Desired Results**

Standard(s): L.RF.2.3 b,c,e,f, L.RF.2.4. a,b,c, L.WF.2.2., L.WF.2.3.

#### **Understandings:**

*Students will understand that...*

- Word analysis and decoding skills are foundational for success as a reader.
- Letter and letter combinations represent sounds
- Fluent Readers' group words together quickly to help them gain meaning from what they read
- Fluent readers accurately process print with expression at an appropriate rate

#### **Essential Questions:**

- How do sounds and letters create words? • When a word doesn't make sense, what can I do?
- What do good readers do?
- Why does fluency matter?

#### **Assessment Evidence**

#### **Performance Tasks:**

Unit 5 Test

#### **Other Evidence:**

Mid Unit check point  
Student input using notebook or other (e.g., dry erase boards)  
Teacher observations and data collection

**Benchmarks:**

Unit 5 Benchmark, Teacher Observation during dictation practice, Day 5 Check Ups, Running Records, Oral reading through Amira, DRA, DSA

**Learning Plan**

**Learning Activities and Resources:**

See Weeks 1-2 below:

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources
Unit 5 Multisyllabic Words Week 1	<p>Introduce syllable division.</p> <p>Introduce Letter-Keyword-Sound for aa, and aw.</p> <p>Introduce compound words.</p> <p>Introduce -ic spelling.</p>	<p>Distinguish short vowels when reading and spelling regularly spelled one-syllable words.</p> <p>Decode regularly spelled two-syllable words with long vowels.</p>	<p>Drill Sound Activity</p> <p>Teach Letter-Keyword-Sound for aa, and aw. Continue to review during the drill sound activity</p> <p>Teach syllable division. Tell students words are made up into parts. Explain that these parts are called syllables. Each syllable is one push a breath</p> <p>Dictate words and have students repeat and name the syllable.</p> <p>Introduce compound words. Tell students a word needs to be divided if it has two vowels separated by one or more consonants. Remind students that the first syllable needs to be closed.</p> <p>Explain that diagraphs always stay together.</p> <p>Explain that multisyllabic words ending in -ic are spelled with -is and not -ick.</p>	<p>TM pages 128</p> <p>Standard Sound Cards</p> <p>Magnetic Tile Boards</p> <p>White Frame Cards</p> <p>Suffix Frame Cards</p> <p>Baby Echo</p> <p>Trick Word Flash Cards</p>
	Introduce new Trick Words: water, knew, know	Identify words with common spelling sounds correspondences.		
		Recognize and read grade-appropriate irregularly spelled words.		
		Produce complete sentences when appropriate to the task.		
		Introduce sounds correspondence for additional common vowel teams.		
Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources
Week 2	Teach new suffixes: ful, less, ment, ness, ish, en, and able.		<p>Introduce new suffix endings: ful, less, ment, ness, ish, en, and able. Build basewords and add suffix frames when appropriate.</p> <p>Dictate and build words with Standard Sound Cards as well as Magnetic Tile Boards.</p> <p>Dictation</p> <p>Additional Activities: Word of the Day Make it Fun Word Talk Storytime Blank Tile Game Make a Movie</p>	

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<p>Refer to Additional Activities in Teachers Manual-</p> <ul style="list-style-type: none"> <li>*Make It Fun</li> <li>*Story Time</li> <li>*Word of the Day</li> <li>* Word Talk</li> </ul>
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<b>Struggling Learners</b>	Double Dose Model for 3 days (see appendix) Fluency Kit Intervention Placement Inventory
<b>English Language Learners</b>	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Fluency Kit
<b>Special Needs Learners</b>	Double Dose Model for 5 days (see appendix) Fluency Kit Decodable Stories Intervention Placement Inventory
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide</a> to Section 504 to assist in the development of appropriate plans.

### **Interdisciplinary Connections**

**Indicators:** \* This is a component of our ELA block. See reading/writing for these connections.

### **Integration of 21 Century Skills**

**Indicators:** \* This is a component of our ELA block. See reading/writing for these connections.

**Unit Title:** 6 Vowel-Consonant-e

#### **Unit Description:**

In Unit 6, students will review Vowel-Consonant-e that they were taught in Foundations Level 1. Review the two long u sounds as in *mule* and *tube*. Also, you can teach that s can say /z/ when it is between two vowels as in the word *nose*. Students will learn an exception to the vowel-consonant-e syllable. This exception, -ive can also be a suffix. It is pronounced with a short I sound, instead of the expected long sound.

**Unit Duration:** Two (2) Weeks

### **Desired Results**

**Standard(s):** L.RF.2.3 a b,c,e,f, L.RF.2.4. a,b,c, L.WF.2.2.

<p><b>Understandings:</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Word analysis and decoding skills are foundational for success as a reader.</li> <li>• Letter and letter combinations represent sounds</li> <li>• Fluent Readers' group words together quickly to help them gain meaning from what they read</li> <li>• Fluent readers accurately process print with expression at an appropriate rate</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do sounds and letters create words? • When a word doesn't make sense, what can I do?</li> <li>• What do good readers do?</li> <li>• Why does fluency matter?</li> </ul>
<p><b>Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b>  Unit 6 Test</p>	<p><b>Other Evidence:</b>  Mid Unit check point  Student input using notebook or other (e.g., dry erase boards)  Teacher observations and data collection</p>
<p><b>Benchmarks:</b></p> <p>Unit 6 Benchmark, Teacher Observation during dictation practice, Day 5 Check Ups, Running Records, Oral reading through Amira, DRA, DSA</p>	
<p><b>Learning Plan</b></p>	
<p><b>Learning Activities and Resources:</b></p> <p>See Weeks 1-2 below:</p>	

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources
Unit 6 Vowel-Consonant-e Syllable Week 1	<p>Review Vowel-Consonant-e.</p> <p>Review syllable types.</p> <p>Introduce spelling of /k/ sound in V-E syllables.</p> <p>Introduce reading and spelling of V-E with suffixes.</p> <p>Introduce new Trick Words: often, house, move.</p>	<p>Distinguish short vowels when reading and spelling regularly spelled one-syllable words.</p> <p>Decode regularly spelled two-syllable words with long vowels.</p> <p>Identify words with common spelling sounds correspondences.</p> <p>Recognize and read grade-appropriate irregularly spelled words.</p> <p>Produce complete sentences when appropriate to the task.</p> <p>Introduce sounds correspondence for additional common vowel teams.</p>	<p>Drill Sound Activity</p> <p>Build the word <i>hop</i> ask if it is a closed syllable. Tap out ask how many sounds. Add an -e. Tap again. Build several V-E words.</p> <p>Review long vowel sounds.</p> <p>Review syllable types</p> <p>Review spelling V-E words.</p> <p>Teach spelling of /k/ sound in V-E syllables. Instruct students that they will use k for the /k/ sound after a long vowel sound. Tell them they will use -ck only after a short vowel sound.</p> <p>Teach reading and spelling of V-E with suffixes. Using sound <u>card</u> build words and remind students how to code. Dictate words and have students build using tiles. Review that s sometimes <u>says</u> /z/.</p>	<p>TM pages 144</p> <p>Standard Sound Cards</p> <p>Magnetic Tile Boards</p> <p>White Frame Cards</p> <p>Suffix Frame Cards</p> <p>Baby Echo</p> <p>Trick Word Flash Cards</p>
Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources
Week 2	<p>Introduce new Trick Words: right, place, together.</p> <p>Introduce vowel-consonant-e exception; -ive.</p>		<p>Teaching reading of two-syllable words with V-E syllables.</p> <p>Teach vowel-consonant-e exception; -ive. Introduce keyword word <i>give</i>-ive. Then, teach -ive as a suffix.</p> <p>Dictate and build words with Standard Sound Cards as well as Magnetic Tile Boards.</p> <p>Dictation</p> <p>Additional Activities: Word of the Day Make it <u>Fun</u> Word Talk Storytime Blank Tile Game Make a Movie</p>	

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<p>Refer to Additional Activities in Teachers Manual-</p> <ul style="list-style-type: none"> <li>*Make It Fun</li> <li>*Story Time</li> <li>*Word of the Day</li> </ul>
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	* Word Talk
<b>Struggling Learners</b>	Double Dose Model for 3 days (see appendix) Fluency Kit Intervention Placement Inventory
<b>English Language Learners</b>	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Fluency Kit
<b>Special Needs Learners</b>	Double Dose Model for 5 days (see appendix) Fluency Kit Decodable Stories Intervention Placement Inventory
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide</a> to Section 504 to assist in the development of appropriate plans.

### Interdisciplinary Connections

**Indicators:** \* This is a component of our ELA block. See reading/writing for these connections.

### Integration of 21 Century Skills

**Indicators:** \* This is a component of our ELA block. See reading/writing for these connections.

#### Unit Title: 7 Open Syllable

##### Unit Description:

In Unit 7, you will introduce for the first time Open Syllables. Students will learn to combine an open syllable with closed and vowel-consonant- syllables. Students will also learn that y often works as a vowel in open syllables saying the long i sound at the end of a one syllable word and the long e sound at the end of a two syllable word. You will also explain that y can be a vowel suffix and that it say \s the long e sound. They will learn –ly and –ty suffixes.

**Unit Duration:** Two (2) Weeks

### Desired Results

**Standard(s):** L.RF.2.3 a b,c,e,f, L.RF.2.4. a,b,c, L.WF.2.2.

<p><b>Understandings:</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Word analysis and decoding skills are foundational for success as a reader.</li> <li>• Letter and letter combinations represent sounds</li> <li>• Fluent Readers' group words together quickly to help them gain meaning from what they read</li> <li>• Fluent readers accurately process print with expression at an appropriate rate</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do sounds and letters create words? • When a word doesn't make sense, what can I do?</li> <li>• What do good readers do?</li> <li>• Why does fluency matter?</li> </ul>
<p><b>Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b>  Unit 7 Test</p>	<p><b>Other Evidence:</b>  Mid Unit check point  Student input using notebook or other (e.g., dry erase boards)  Teacher observations and data collection</p>
<p><b>Benchmarks:</b></p> <p>Unit 7 Benchmark, Teacher Observation during dictation practice, Day 5 Check Ups, Running Records, Oral reading through Amira, DRA, DSA</p>	
<p><b>Learning Plan</b></p>	
<p><b>Learning Activities and Resources:</b></p> <p>See Weeks 1-2 below:</p>	

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources
Unit 7 Open Syllable Week 1	<p>Introduce open syllable.</p> <p>Introduce <u>y saying</u> /i/ at the end of a one-syllable word.</p> <p>Introduce the new key words for open syllable vowels.</p> <p>Teach combining open syllables with closed and/or vowel-consonant-e syllables.</p> <p>Introduce new Trick Words: why, large, change.</p>	<p>Distinguish short <u>vowels</u> when reading and spelling regularly spelled one-syllable words.</p> <p>Decode regularly spelled two-syllable words with long vowels.</p> <p>Identify words with common spelling sounds correspondences.</p> <p>Recognize and read grade-appropriate irregularly spelled words.</p> <p>Produce complete sentences when appropriate to the task.</p> <p>Introduce sounds correspondence for additional common vowel teams.</p>	<p>Drill Sound Activity</p> <p>Teach Open Syllable using the Standard Sound Cards build the word got. Explain that the vowel is short because it is closed by the t. Remove the t and tell students without the t the syllable becomes open therefore making the vowel long.</p> <p>Teach y saying /i/ at the end of a one-syllable word. Build the word <u>my</u> and tell students that y can be a vowel. Teach marking of open syllable. Students will put a macron over the vowel to indicate to long vowel sound.</p> <p>Teach combining open syllables with closed and/or vowel-consonant-e syllables. Using Syllable frames to build some examples. Explain that sometimes a vowel can be the only letter in the syllable.</p> <p>Teach combining open syllables at the end of the words and y saying the long e at the end of the multisyllabic words. Build words using syllable frames cards.</p>	<p>TM pages 164</p> <p>Standard Sound Cards</p> <p>Magnetic Tile Boards</p> <p>White Frame Cards</p> <p>Suffix Frame Cards</p> <p>Baby Echo</p> <p>Trick Word Flash Cards</p>
Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources
Week 2	<p>Introduce -y, -ly, and -ty suffixes.</p> <p>Introduce new Trick Words: city, every, family.</p>		<p>Teach -y, -ly, and -ty suffixes. Build words and add the yellow suffix frame cards -, -ly, -ty when appropriate.</p> <p>Dictate and build words with Standard Sound Cards as well as Magnetic Tile Boards.</p> <p>Dictation</p> <p>Additional Activities: Word of the Day Make it <u>Fun</u> Word Talk Storytime Blank Tile Game Make a Movie</p>	

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	<p>Refer to Additional Activities in Teachers Manual-</p> <ul style="list-style-type: none"> <li>*Make It Fun</li> <li>*Story Time</li> <li>*Word of the Day</li> <li>* Word Talk</li> </ul>
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<b>Struggling Learners</b>	Double Dose Model for 3 days (see appendix) Fluency Kit Intervention Placement Inventory
<b>English Language Learners</b>	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Fluency Kit
<b>Special Needs Learners</b>	Double Dose Model for 5 days (see appendix) Fluency Kit Decodable Stories Intervention Placement Inventory
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide</a> to Section 504 to assist in the development of appropriate plans.

### **Interdisciplinary Connections**

**Indicators:** \* This is a component of our ELA block. See reading/writing for these connections.

### **Integration of 21 Century Skills**

**Indicators:** \* This is a component of our ELA block. See reading/writing for these connections.

**Unit Title:** 8 R-Controlled Syllable (ar and or)

**Unit Description:**

In this unit, you will introduce the R-Controlled Syllable. This syllable contains a single vowel followed by an r. The vowel is neither long nor short; it is controlled by the r. It can be combined with other syllable types to make a multisyllabic word. In Unit 8, students will focus on the –ar and –or sounds.

**Unit Duration:** Two (2) Weeks

### **Desired Results**

**Standard(s):** L.RF.2.3 b,c,e,f, L.RF.2.4. a,b,c, L.WF.2.2.

<p><b>Understandings:</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Word analysis and decoding skills are foundational for success as a reader.</li> <li>• Letter and letter combinations represent sounds</li> <li>• Fluent Readers' group words together quickly to help them gain meaning from what they read</li> <li>• Fluent readers accurately process print with expression at an appropriate rate</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do sounds and letters create words? • When a word doesn't make sense, what can I do?</li> <li>• What do good readers do?</li> <li>• Why does fluency matter?</li> </ul>
<p><b>Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b>  Unit 8 Test</p>	<p><b>Other Evidence:</b>  Mid Unit check point  Student input using notebook or other (e.g., dry erase boards)  Teacher observations and data collection</p>
<p><b>Benchmarks:</b></p> <p>Unit 8 Benchmark, Teacher Observation during dictation practice, Day 5 Check Ups, Running Records, Oral reading through Amira, DRA, DSA</p>	
<p><b>Learning Plan</b></p>	
<p><b>Learning Activities and Resources:</b></p> <p>See Weeks 1-2 Below:</p>	



Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources
Unit 8 R-Controlled Syllable ( ar and or) Week 1	Introduce R-Controlled sounds ( ar and or).  Introduce new Trick Words: world, answer, eye.	Distinguish short vowels when reading and spelling regularly spelled one-syllable words.  Decode regularly spelled two-syllable words with long vowels.  Identify words with common spelling sounds correspondences.	Drill Sound Activity  Show large sounds cards for ar and or and drill the sounds. Using sound cards build the words car and horn. Explain that these words are r-controlled syllables. Teach marking for the r- controlled syllable. Teach spelling by dictating words and have students locate corresponding letter tiles on their letter boards.	TM pages 164 Standard Sound Cards Magnetic Tile Boards White Frame Cards Suffix Frame Cards Baby Echo Trick Word Flash Cards
		Recognize and read grade-appropriate irregularly spelled words.		
		Produce complete sentences when appropriate to the task.		
		Introduce sounds correspondence for additional common vowel teams.		

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources
Week 2	Introduce combining r- controlled syllables with other syllable types.  Introduce new Trick Words: carry, something, different.		Teach combining r- controlled syllables with other syllable types. Using syllable frames build the word army, placing one syllable on each frame. Teach syllable division using the sound cards.  Dictate and build words with Standard Sound Cards as well as Magnetic Tile Boards.  Dictation  Additional Activities: Word of the Day Make it Fun Word Talk Storytime Blank Tile Game Make a Movie	

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	Refer to Additional Activities in Teachers Manual- *Make It Fun *Story Time *Word of the Day * Word Talk
<b>Struggling Learners</b>	Double Dose Model for 3 days (see appendix) Fluency Kit Intervention Placement Inventory

<b>English Language Learners</b>	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Fluency Kit
<b>Special Needs Learners</b>	Double Dose Model for 5 days (see appendix) Fluency Kit Decodable Stories Intervention Placement Inventory
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide</a> to Section 504 to assist in the development of appropriate plans.

### **Interdisciplinary Connections**

**Indicators:** \* This is a component of our ELA block. See reading/writing for these connections.

### **Integration of 21 Century Skills**

**Indicators:** \* This is a component of our ELA block. See reading/writing for these connections.

**Unit Title:** 9 R-Controlled (er, ir, ur)

**Unit Description:**

In this unit, you will introduce the R-Controlled Syllable. This syllable contains a single vowel followed by an r. The vowel is neither long nor short; it is controlled by the r. It can be combined with other syllable types to make a multisyllabic word. In Unit 8, students will focus on the er, ir, and ur sounds.

**Unit Duration:** Two(2) Weeks

### **Desired Results**

**Standard(s):** L.RF.2.3 b,c,e,f, L.RF.2.4. a,b,c, L.WF.2.2.

<p><b>Understandings:</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Word analysis and decoding skills are foundational for success as a reader.</li> <li>• Letter and letter combinations represent sounds</li> <li>• Fluent Readers' group words together quickly to help them gain meaning from what they read</li> <li>• Fluent readers accurately process print with expression at an appropriate rate</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do sounds and letters create words? • When a word doesn't make sense, what can I do?</li> <li>• What do good readers do?</li> <li>• Why does fluency matter?</li> </ul>
<p style="text-align: center;"><b>Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b>  Unit 9 Test</p>	<p><b>Other Evidence:</b></p> <p>Mid Unit check point  Student input using notebook or other (e.g., dry erase boards)  Teacher observations and data collection</p>
<p><b>Benchmarks:</b></p> <p>Unit 9 Benchmark, Teacher Observation during dictation practice, Day 5 Check Ups, Running Records, Oral reading through Amira, DRA, DSA</p>	
<p style="text-align: center;"><b>Learning Plan</b></p>	
<p><b>Learning Activities and Resources:</b></p> <p>See Weeks 1-2 below:</p>	

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>
Unit 9 R-Controlled Syllable (er, ir, ur) Week 1	Introduce R-Controlled sounds (er, ir, ur).  Teach the /er/ spelling.  Introduce new Trick Words: picture, learn, earth	Distinguish short vowels when reading and spelling regularly spelled one-syllable words.  Decode regularly spelled two-syllable words with long vowels.  Identify words with common spelling sounds correspondences.  Recognize and read grade-appropriate irregularly spelled words.	Drill Sound Activity  Show large sounds cards for er, ir and ur and drill the sounds.  Teach spelling for the /er/ sound. Say the word <i>first</i> . Tap out and using sounds cards spell the word leaving the /er/ sound blank. Replace using the er, ir and ur. Ask students which one they recognize. Also, introduce using dictionary to find out which spelling is correct.  Review marking for the r-controlled syllable.  Teach spelling by dictating words and have students locate corresponding letter tiles on their letter boards.	TM pages 196-209 Standard Sound Cards Magnetic Tile Boards White Frame Cards Suffix Frame Cards Baby Echo Trick Word Flash Cards
		Produce complete sentences when appropriate to the task.		
		Introduce sounds correspondence for additional common vowel teams.		

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>
Week 2	Introduce combining r-controlled syllables with other syllable types.		Teach combining r-controlled syllables with other syllable types. Using syllable frames build the word army, placing one syllable on each frame. Teach syllable division using sound cards.  Dictate and build words with Standard Sound Cards as well as Magnetic Tile Boards.  Dictation  Additional Activities: Word of the Day Make it <u>Fun</u> Word Talk Storytime Blank Tile Game Make a Movie	

### Unit Modifications for Special Population Students

#### Advanced Learners

Refer to Additional Activities in Teachers Manual-  
 \*Make It Fun  
 \*Story Time  
 \*Word of the Day

	* Word Talk
<b>Struggling Learners</b>	Double Dose Model for 3 days (see appendix) Fluency Kit Intervention Placement Inventory
<b>English Language Learners</b>	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Fluency Kit
<b>Special Needs Learners</b>	Double Dose Model for 5 days (see appendix) Fluency Kit Decodable Stories Intervention Placement Inventory
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide</a> to Section 504 to assist in the development of appropriate plans.

### Interdisciplinary Connections

**Indicators:** \* This is a component of our ELA block. See reading/writing for these connections.

### Integration of 21 Century Skills

**Indicators:** \* This is a component of our ELA block. See reading/writing for these connections.

**Unit Title:** 10 Double Vowel Syllable (-ai and -ay) (Vowel Digraph)

#### Unit Description:

Throughout the year thus far, students have practiced vowel digraphs and diphthongs on the Vowel Teams Poster. Unit 10 introduces a new syllable type, double vowel syllable. This syllable contains vowel digraph or diphthong. It is not necessary that the students know the difference between vowel digraph or diphthong. Refer to the syllable as Double Vowel or “D” syllable. In this unit, you will instruct students to read and spell words with ai and ay, using the spelling option procedure to spell words with the long a sound.

**Unit Duration:** Two (2) Weeks

### Desired Results

**Standard(s):** L.RF.2.3 b,c,e,f, L.RF.2.4. a,b,c, L.WF.2.2.

<p><b>Understandings:</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Word analysis and decoding skills are foundational for success as a reader.</li> <li>• Letter and letter combinations represent sounds</li> <li>• Fluent Readers' group words together quickly to help them gain meaning from what they read</li> <li>• Fluent readers accurately process print with expression at an appropriate rate</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do sounds and letters create words? •</li> <li>When a word doesn't make sense, what can I do?</li> <li>• What do good readers do?</li> <li>• Why does fluency matter?</li> </ul>
<p><b>Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b>  Unit 10 Test</p>	<p><b>Other Evidence:</b></p> <p>Mid Unit check point  Student input using notebook or other (e.g., dry erase boards)  Teacher observations and data collection</p>
<p><b>Benchmarks:</b></p> <p>Unit 10 Benchmark, Teacher Observation during dictation practice, Day 5 Check Ups, Running Records, Oral reading through Amira, DRA, DSA</p>	
<p><b>Learning Plan</b></p>	
<p><b>Learning Activities and Resources:</b></p> <p>See Weeks 1-2 below:</p>	

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources
Unit 10 Double Vowel Syllable (-ai and -ay) (Vowel Digraph)  Week 1	Introduce sounds ai and ay.  Introduce homophones.  Introduce new Trick Words: great, country	Distinguish short vowels when reading and spelling regularly spelled one-syllable words.  Decode regularly spelled two-syllable words with long vowels.	Drill Sound Activity  Show large sounds cards for ai and ay drill the sounds.  Teach double vowel syllable type by building words bait and play. Two vowels together make one sound, and it is called the double vowel syllable.  Teach marking of double vowel syllable by circling the double vowel.  Teach homophones. Dictate the word <i>main/mane</i> . Point out that both spellings are correct, and these types of words are homophones.  Teach spelling by dictating words and have students locate corresponding letter tiles on their letter boards.	TM pages 210-224 Standard Sound Cards Large Sound Cards Magnetic Tile Boards White Frame Cards Suffix Frame Cards Baby Echo Trick Word Flash Cards
		Identify words with common spelling sounds correspondences.		
		Recognize and read grade-appropriate irregularly spelled words.		
		Produce complete sentences when appropriate to the task.		
		Introduce sounds correspondence for additional common vowel teams.		

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources
Week 2	Introduce combining double vowel syllables with other syllable types.  Introduce new Trick Words: America, example, thought		Teach combining double vowel syllables with other syllable types. Using syllable frames build the word <i>remain</i> , placing one syllable on each frame. Teach syllable division using sound cards.  Dictate and build words with Standard Sound Cards as well as Magnetic Tile Boards.  Dictation  Additional Activities: Word of the Day Make it Fun Word Talk Storytime Blank Tile Game Make a Movie	

### Unit Modifications for Special Population Students

#### Advanced Learners

Refer to Additional Activities in Teachers Manual-

\*Make It Fun

\*Story Time

\*Word of the Day

	* Word Talk
<b>Struggling Learners</b>	Double Dose Model for 3 days (see appendix) Fluency Kit Intervention Placement Inventory
<b>English Language Learners</b>	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Fluency Kit
<b>Special Needs Learners</b>	Double Dose Model for 5 days (see appendix) Fluency Kit Decodable Stories Intervention Placement Inventory
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide</a> to Section 504 to assist in the development of appropriate plans.

### Interdisciplinary Connections

**Indicators:** \* This is a component of our ELA block. See reading/writing for these connections.

### Integration of 21 Century Skills

**Indicators:** \* This is a component of our ELA block. See reading/writing for these connections.

**Unit Title:** 11 Double Vowel Syllable (-ee, -ea, and -ey) (Vowel Digraph)

#### Unit Description:

Throughout the year thus far, students have practiced vowel digraphs and diphthongs on the Vowel Teams Poster. This syllable contains vowel digraph or diphthong. It is not necessary that the students know the difference between vowel digraph or diphthong. Refer to the syllable as Double Vowel or “D” syllable. In this unit, you will instruct students to read and spell words with ee, ea, and ey, using the spelling option procedure to spell words with the long e sound.

**Unit Duration:** Two (2) Weeks

### Desired Results

**Standard(s):** L.RF.2.3 b,c,e,f, L.RF.2.4. a,b,c, L.WF.2.2.



<p><b>Understandings:</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Word analysis and decoding skills are foundational for success as a reader.</li> <li>• Letter and letter combinations represent sounds</li> <li>• Fluent Readers' group words together quickly to help them gain meaning from what they read</li> <li>• Fluent readers accurately process print with expression at an appropriate rate</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do sounds and letters create words? •</li> <li>When a word doesn't make sense, what can I do?</li> <li>• What do good readers do?</li> <li>• Why does fluency matter?</li> </ul>
<p style="text-align: center;"><b>Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b>  Unit 11 Test</p>	<p><b>Other Evidence:</b></p> <p>Mid Unit check point  Student input using notebook or other (e.g., dry erase boards)  Teacher observations and data collection</p>
<p><b>Benchmarks:</b></p> <p>Unit 11 Benchmark, Teacher Observation during dictation practice, Day 5 Check Ups, Running Records, Oral reading through Amira, DRA, DSA</p>	
<p style="text-align: center;"><b>Learning Plan</b></p>	
<p><b>Learning Activities and Resources:</b></p> <p>Weeks 1-2 below:</p>	

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>
Unit 11 Double Vowel Syllable (-ee, -ea, and -ey) (Vowel Diagram)  Week 1	Introduce sounds ee, ea, and ey.  Review homophones.  Introduce new Trick Words: too, school, son	Distinguish short vowels when reading and spelling regularly spelled one-syllable words.  Decode regularly spelled two-syllable words with long vowels.  Identify words with common spelling sounds correspondences.	Drill Sound Activity  Show large sound cards for ee, ea, and ey drill the sounds.  Review double vowel syllable type by building words jeep, eat, and key. Two vowels together make one sound, and it is called the double vowel syllable.  Review marking of double vowel syllable by circling the double vowel.  Teach spelling for long e.	TM pages 226-240 Standard Sound Cards Magnetic Tile Boards White Frame Cards Suffix Frame Cards Baby Echo Trick Word Flash Cards
		Recognize and read grade-appropriate irregularly spelled words.	Teach homophones. Dictate the word <i>week/weak</i> . Point out that both spelling <u>are</u> correct and these types of words are homophones.	
		Produce complete sentences when appropriate to the task.  Introduce sounds correspondence for additional common vowel teams.	Teach spelling by dictating words and have students locate corresponding letter tiles on their letter boards.	
<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>
Week 2	Introduce combining double vowel syllables with other syllable types.  Introduce new Trick Words: breakfast, head, ready.		Teach combining double vowel syllables with other syllable types. Using syllable frames build the word <i>chimney</i> , placing one syllable on each frame. Teach syllable division using sound cards.  Dictate and build words with Standard Sound Cards as well as Magnetic Tile Boards.  Dictation  Additional Activities: Word of the Day Make it Fun Word Talk Storytime Blank Tile Game Make a Movie	

## Unit Modifications for Special Population Students

<b>Advanced Learners</b>	Refer to Additional Activities in Teachers Manual- *Make It Fun *Story Time *Word of the Day * Word Talk
<b>Struggling Learners</b>	Double Dose Model for 3 days (see appendix) Fluency Kit Intervention Placement Inventory
<b>English Language Learners</b>	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Fluency Kit
<b>Special Needs Learners</b>	Double Dose Model for 5 days (see appendix) Fluency Kit Decodable Stories Intervention Placement Inventory
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide</a> to Section 504 to assist in the development of appropriate plans.

### **Interdisciplinary Connections**

**Indicators:** \* This is a component of our ELA block. See reading/writing for these connections.

### **Integration of 21 Century Skills**

**Indicators:** \* This is a component of our ELA block. See reading/writing for these connections.

**Unit Title:** 12 Double Vowel Syllable (-oi and -oy) ( Vowel Diphthong)

#### **Unit Description:**

Throughout the year thus far, students have practiced vowel diagraphs and diphthongs on the Vowel Teams Poster. This syllable contains vowel diagraph or diphthong. It is not necessary that the students know the difference between vowel diagraph or diphthong. Refer to the syllable as Double Vowel or “D” syllable. In this unit, you will instruct students to read and spell words with oi, and oy, using the spelling option procedure to spell words with the long a sound.

**Unit Duration:** Two (2) Weeks

### **Desired Results**

**Standard(s):** L.RF.2.3 b,c,e,f, L.RF.2.4. a,b,c, L.WF.2.2.

**Understandings:**

*Students will understand that...*

- Word analysis and decoding skills are foundational for success as a reader.
- Letter and letter combinations represent sounds
- Fluent Readers' group words together quickly to help them gain meaning from what they read
- Fluent readers accurately process print with expression at an appropriate rate

**Essential Questions:**

- How do sounds and letters create words? • When a word doesn't make sense, what can I do?
- What do good readers do?
- Why does fluency matter?

**Assessment Evidence**

**Performance Tasks:**

Unit 12 Test

**Other Evidence:**

Mid Unit check point  
Student input using notebook or other (e.g., dry erase boards)  
Teacher observations and data collection

**Benchmarks:**

Unit 12 Benchmark, Teacher Observation during dictation practice, Day 5 Check Ups, Running Records, Oral reading through Amira, DRA, DSA

**Learning Plan**

**Learning Activities and Resources:**

See Week 1-2 Below:

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources
Unit 12 Double Vowel Syllable (-oi and -oy) (Vowel Diagraph)  Week 1	Introduce sounds oi and oy  Introduce new Trick Words: mother, father, brother.	Distinguish short <u>vowels</u> when reading and spelling regularly spelled one-syllable words.  Decode regularly spelled two-syllable words with long vowels.  Identify words with common spelling sounds correspondences.	Drill Sound Activity  Show large sound cards for oi and oy drill the sounds.  Review double vowel syllable type by building words <i>coin</i> and <i>boy</i> . Two vowels together make one sound, and it is called the double vowel syllable.  Review marking of double vowel syllable by circling the double vowel.  Teach spelling for long o.	TM pages 242-255 Standard Sound Cards Magnetic Tile Boards White Frame Cards Suffix Frame Cards Baby Echo Trick Word Flash Cards
		Recognize and read grade-appropriate irregularly spelled words.  Produce complete sentences when appropriate to the task.	Teach spelling by dictating words and have students locate corresponding letter tiles on their letter boards.	
		Introduce sounds correspondence for additional common vowel teams.		

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources
Week 2	Review syllable types.  Introduce new Trick Words: neighbor, early, ocean.		Review syllables. Build several words and have students mark the word according to the syllable type.  Dictate and build words with Standard Sound Cards as well as Magnetic Tile Boards.  Dictation  Additional Activities: Word of the Day Make it Fun Word Talk Storytime Blank Tile Game Make a Movie	

### Unit Modifications for Special Population Students

#### Advanced Learners

Refer to Additional Activities in Teachers Manual-

- \*Make It Fun
- \*Story Time
- \*Word of the Day
- \* Word Talk

<b>Struggling Learners</b>	Double Dose Model for 3 days (see appendix) Fluency Kit Intervention Placement Inventory
<b>English Language Learners</b>	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Fluency Kit
<b>Special Needs Learners</b>	Double Dose Model for 5 days (see appendix) Fluency Kit Decodable Stories Intervention Placement Inventory
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide</a> to Section 504 to assist in the development of appropriate plans.

### **Interdisciplinary Connections**

**Indicators:** \* This is a component of our ELA block. See reading/writing for these connections.

### **Integration of 21 Century Skills**

**Indicators:** \* This is a component of our ELA block. See reading/writing for these connections.

**Unit Title:** 13 Double Vowel Syllable (-oa, -oe, and -ow) (Vowel Digraph)

#### **Unit Description:**

Throughout the year thus far, students have practiced vowel digraphs and diphthongs on the Vowel Teams Poster. This syllable contains vowel digraph or diphthong. It is not necessary that the students know the difference between vowel digraph or diphthong. Refer to the syllable as Double Vowel or “D” syllable. In this unit, you will instruct students to read and spell words with oa, -oe, and -ow, using the spelling option procedure to spell words with the long a sound.

**Unit Duration:** Two( 2) Weeks

### **Desired Results**

**Standard(s):** L.RF.2.3 b,c,e,f, L.RF.2.4. a,b,c, L.WF.2.2.

<p><b>Understandings:</b>  <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Word analysis and decoding skills are foundational for success as a reader.</li> <li>• Letter and letter combinations represent sounds</li> <li>• Fluent Readers' group words together quickly to help them gain meaning from what they read</li> <li>• Fluent readers accurately process print with expression at an appropriate rate</li> </ul>	<p><b>Essential Questions:</b></p> <ul style="list-style-type: none"> <li>• How do sounds and letters create words? • When a word doesn't make sense, what can I do?</li> <li>• What do good readers do?</li> <li>• Why does fluency matter?</li> </ul>
<p style="text-align: center;"><b>Assessment Evidence</b></p>	
<p><b>Performance Tasks:</b>  Unit 13 Test</p>	<p><b>Other Evidence:</b></p> <p>Mid Unit check point  Student input using notebook or other (e.g., dry erase boards)  Teacher observations and data collection</p>
<p><b>Benchmarks:</b></p> <p>Unit 13 Benchmark, Teacher Observation during dictation practice, Day 5 Check Ups, Running Records, Oral reading through Amira, DRA, DSA</p>	
<p style="text-align: center;"><b>Learning Plan</b></p>	
<p><b>Learning Activities and Resources:</b></p> <p>See Weeks 1-2 Below:</p>	

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources
Unit 13 Double Vowel Syllable (-oa, -oe, and -oy) (Vowel Diagraph)  Week 1	Introduce sounds oa, oe and ow  Review homophones.  Introduce new Trick Words: Monday, Tuesday, cousin.	Distinguish short vowels when reading and spelling regularly spelled one-syllable words.  Decode regularly spelled two-syllable words with long vowels.  Identify words with common spelling sounds correspondences.	Drill Sound Activity  Show large sound cards for oa, oe, and ow drill the sounds.  Review double vowel syllable type by building words <i>boat</i> , <i>toe</i> and <i>snow</i> . Two vowels together make one sound, and it is called the double vowel syllable.  Review marking of double vowel syllable by circling the double vowel.  Teach spelling for long o.	TM pages 256-270 Standard Sound Cards Large Sound Cards Magnetic Tile Boards White Frame Cards Suffix Frame Cards Baby Echo Trick Word Flash Cards
		Recognize and read grade-appropriate irregularly spelled words.	Review homophones. Build the words toe/tow.	
		Produce complete sentences when appropriate to the task.	Teach spelling by dictating words and have students locate corresponding letter tiles on their letter boards.	
		Introduce sounds correspondence for additional common vowel teams.		

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources
Week 2	Review suffixes  Introduce new Trick Words: lose dance, beautiful.		Review syllables. Build several words and have students mark the word according to the syllable type.  Review suffixes. Make two columns: Vowel Suffixes and Consonant Suffixes. Build words and put in the appropriate columns.  Dictate and build words with Standard Sound Cards as well as Magnetic Tile Boards.  Dictation  Additional Activities: Word of the Day Make it Fun Word Talk Storytime Blank Tile Game Make a Movie	

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	Refer to Additional Activities in Teachers Manual- *Make It Fun *Story Time *Word of the Day * Word Talk
<b>Struggling Learners</b>	Double Dose Model for 3 days (see appendix) Fluency Kit Intervention Placement Inventory
<b>English Language Learners</b>	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory



	Fluency Kit
<b>Special Needs Learners</b>	Double Dose Model for 5 days (see appendix) Fluency Kit Decodable Stories Intervention Placement Inventory
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide</a> to Section 504 to assist in the development of appropriate plans.

### Interdisciplinary Connections

**Indicators:** \* This is a component of our ELA block. See reading/writing for these connections.

### Integration of 21 Century Skills

**Indicators:** \* This is a component of our ELA block. See reading/writing for these connections.

**Unit Title:** 14 Double Vowel Syllable (-ou, -and -ow) (Vowel Diphthong)

#### Unit Description:

In Unit 14, you will teach students how to read and spell words with the vowel teams ou and oa that say /ou/. You will explain that some double vowels have more than one pronunciation. You will instruct students to try both pronunciations when determining how to read a word and choose the one that makes a real word

**Unit Duration:** Two(2) Weeks

### Desired Results

**Standard(s):** L.RF.2.3 b,c,e,f, L.RF.2.4. a,b,c, L.WF.2.2.

#### Understandings:

*Students will understand that...*

- Word analysis and decoding skills are foundational for success as a reader.
- Letter and letter combinations represent sounds
- Fluent Readers' group words together quickly to help them gain meaning from what they read
- Fluent readers accurately process print with expression at an appropriate rate

#### Essential Questions:

- How do sounds and letters create words? • When a word doesn't make sense, what can I do?
- What do good readers do?
- Why does fluency matter?

### Assessment Evidence

**Performance Tasks:**

Unit 14 Test

**Other Evidence:**

Mid Unit check point

Student input using notebook or other (e.g., dry erase boards)

Teacher observations and data collection

**Benchmarks:**

Unit 14 Benchmark, Teacher Observation during dictation practice, Day 5 Check Ups, Running Records, Oral reading through Amira, DRA, DSA

### Learning Plan

**Learning Activities and Resources:**

See Weeks 1-2 Below:

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & Interdisciplinary Connections	<u>Instructional Resources</u>
Unit 14: Double Vowel Syllable (-ou, -and -ow) (Vowel Diphthong)  Week 1	Introduce sounds ou and ow that say /ou/  Introduce new Trick Words: Wednesday Thursday, Friday	Distinguish long vowels when reading and spelling regularly spelled one-syllable words.  Decode regularly spelled two-syllable words with long vowels.	Drill Sound Activity  Show large sound cards for ou, and ow drill the sounds.  Introduce the /ou/ sound of ow and reading words with the sound option.  Review marking of double vowel syllable by circling the double vowel.	TM pages 272-285 Standard Sound Cards Large Sound Cards Magnetic Tile Boards White Frame Cards Suffix Frame Cards Baby Echo Trick Word Flash Cards
		Identify words with common spelling sounds correspondences.		
		Recognize and read grade-appropriate irregularly spelled words.	Teach spelling by dictating words and have students locate corresponding letter tiles on their letter boards.	
		Produce complete sentences when appropriate to the task.		
		Introduce sounds correspondence for additional common vowel teams.		

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & Interdisciplinary Connections	<u>Instructional Resources</u>
Week 2	Introduce new Trick Words: bought, library, piece		Dictate and build words with Standard Sound Cards as well as Magnetic Tile Boards.  Dictation  Additional Activities: Word of the Day Make it Fun Word Talk Storytime Blank Tile Game Make a Movie	

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	Refer to Additional Activities in Teachers Manual- *Make It Fun *Story Time *Word of the Day * Word Talk
<b>Struggling Learners</b>	Double Dose Model for 3 days (see appendix) Fluency Kit Intervention Placement Inventory

<b>English Language Learners</b>	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Fluency Kit
<b>Special Needs Learners</b>	Double Dose Model for 5 days (see appendix) Fluency Kit Decodable Stories Intervention Placement Inventory
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide</a> to Section 504 to assist in the development of appropriate plans.

### Interdisciplinary Connections

**Indicators:** \* This is a component of our ELA block. See reading/writing for these connections.

### Integration of 21 Century Skills

**Indicators:** \* This is a component of our ELA block. See reading/writing for these connections.

**Unit Title:** 15 Double Vowel Syllable (-oo,-ou,-ue and -ew) (Vowel Diphthong)

**Unit Description:**

In the Unit, you will teach students how to read and spell words with the four spellings of /u/; oo, ou, ue, and ew. When learning the /u/ sound of ou, students will try both /u/ and /ou/ sounds when decoding unfamiliar words.

**Unit Duration:** Two (2) Weeks

### Desired Results

**Standard(s):** L.RF.2.3 b,c,e,f, L.RF.2.4. a,b,c, L.WF.2.2.

**Understandings:**

*Students will understand that...*

- Word analysis and decoding skills are foundational for success as a reader.
- Letter and letter combinations represent sounds
- Fluent Readers' group words together quickly to help them gain meaning from what they read
- Fluent readers accurately process print with

**Essential Questions:**

- How do sounds and letters create words? • When a word doesn't make sense, what can I do?
- What do good readers do?
- Why does fluency matter?

expression at an appropriate rate	
<b>Assessment Evidence</b>	
<b>Performance Tasks:</b> Unit 15 Test	<b>Other Evidence:</b> Mid Unit check point Student input using notebook or other (e.g., dry erase boards) Teacher observations and data collection
<b>Benchmarks:</b> Unit 15 Benchmark, Teacher Observation during dictation practice, Day 5 Check Ups, Running Records, Oral reading through Amira, DRA, DSA	
<b>Learning Plan</b>	
<b>Learning Activities and Resources:</b>  See Weeks 1-2 Below:	

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources
Unit 15: Double Vowel Syllable (-oo,-ou,-ue and -ew) (Vowel Diphthong)  Week 1	Introduce the /u/ sound.  Introduce new Trick Words: January, February, July	Distinguish long vowels. when reading and spelling regularly spelled one-syllable words.  Decode regularly spelled two-syllable words with long vowels.  Identify words with common spelling sounds correspondences.	Drill Sound Activity  Introduce the /u/ sound building the word <i>flute</i> . Then, teach four more spellings for the/u/ sound: oo, ou, ue, ew.  Show large sound cards for ou, oo, ue, and ew drill the sounds.  Review marking of double vowel syllable by circling the double vowel.	TM pages 286-299 Standard Sound Cards Large Sound Cards Magnetic Tile Boards White Frame Cards Suffix Frame Cards Baby Echo Trick Word Flash Cards
		Recognize and read grade-appropriate irregularly spelled words.	Teach spelling by dictating words and have students locate corresponding letter tiles on their letter boards.	
		Produce complete sentences when appropriate to the task.		
		Introduce sounds correspondence for		
Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources
Week 2	Introduce new Trick Words: enough, special, paste	additional common vowel teams.	Dictate and build words with Standard Sound Cards as well as Magnetic Tile Boards.  Dictation  Additional Activities: Word of the Day Make it Fun Word Talk Storytime Blank Tile Game Make a Movie	

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	Refer to Additional Activities in Teachers Manual- *Make It Fun *Story Time *Word of the Day * Word Talk
<b>Struggling Learners</b>	Double Dose Model for 3 days (see appendix) Fluency Kit Intervention Placement Inventory
<b>English Language Learners</b>	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Fluency Kit

<b>Special Needs Learners</b>	Double Dose Model for 5 days (see appendix) Fluency Kit Decodable Stories Intervention Placement Inventory
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide</a> to Section 504 to assist in the development of appropriate plans.

### Interdisciplinary Connections

**Indicators:** \* This is a component of our ELA block. See reading/writing for these connections.

### Integration of 21 Century Skills

**Indicators:** \* This is a component of our ELA block. See reading/writing for these connections.

**Unit Title:** 16 Unit 16: Double Vowel Syllable (-au, and –aw) (Vowel Diphthong)

**Unit Description:**

In Unit 16, you will introduce two new double vowel combinations, au and aw. These make the /o/ sound as in the words August and saw.

**Unit Duration:** Two (2) Weeks

### Desired Results

**Standard(s):** L.RF.2.3 b,c,e,f, L.RF.2.4. a,b,c, L.WF.2.2.

**Understandings:**

*Students will understand that...*

- Word analysis and decoding skills are foundational for success as a reader.
- Letter and letter combinations represent sounds
- Fluent Readers' group words together quickly to help them gain meaning from what they read
- Fluent readers accurately process print with expression at an appropriate rate

**Essential Questions:**

- How do sounds and letters create words? • When a word doesn't make sense, what can I do?
- What do good readers do?
- Why does fluency matter?

### Assessment Evidence

<b>Performance Tasks:</b> Unit 16 Test	<b>Other Evidence:</b> Mid Unit check point Student input using notebook or other (e.g., dry erase boards) Teacher observations and data collection
<b>Benchmarks:</b>  Unit 16 Benchmark, Teacher Observation during dictation practice, Day 5 Check Ups, Running Records, Oral reading through Amira, DRA, DSA	
<b>Learning Plan</b>	
<b>Learning Activities and Resources:</b>  See Weeks 1-2 Below:	

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 <sup>st</sup> C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
<b>Unit 16: Double Vowel Syllable (-au, and -aw) (Vowel Diphthong)</b>  Week 1	Introduce the /u/ sound.  Introduce new Trick Words: August, December, daughter	Distinguish long vowels when reading and spelling regularly spelled one-syllable words.  Decode regularly spelled two-syllable words with long vowels.  Identify words with common spelling sounds correspondences.  Recognize and read grade-appropriate irregularly spelled words.  Produce complete sentences when appropriate to the task.  Introduce sounds correspondence for	Drill Sound Activity  Introduce the /o/ sound building the words <i>aunt</i> and <i>straw</i> . Use the sounds cards August and saw.  Show large sound cards for aw, and eau drill the sounds.  Review marking of double vowel syllable by circling the double vowel.  Teach spelling by dictating words and have students locate corresponding letter tiles on their letter boards.  Dictate and build words with Standard Sound Cards as well as Magnetic Tile Boards.  Dictation  Additional Activities: Word of the Day Make it Fun Word Talk	TM pages 300-311 Standard Sound Cards Large Sound Cards Magnetic Tile Boards White Frame Cards Suffix Frame Cards Baby Echo Trick Word Flash Cards			<b>Formative Assessments:</b> Unit 16 Benchmark page 311  <b>Summative Assessment(s)</b> Day 5 Check-Up  Teacher Observation during Dictation Practice.

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 <sup>st</sup> C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
		additional common vowel teams.	Storytime Blank Tile Game Make a Movie				

Unit Modifications for Special Population Students	
<b>Advanced Learners</b>	Refer to Additional Activities in Teachers Manual- *Make It Fun *Story Time *Word of the Day * Word Talk



<b>Struggling Learners</b>	Double Dose Model for 3 days (see appendix) Fluency Kit Intervention Placement Inventory
<b>English Language Learners</b>	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Fluency Kit
<b>Special Needs Learners</b>	Double Dose Model for 5 days (see appendix) Fluency Kit Decodable Stories Intervention Placement Inventory
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide</a> to Section 504 to assist in the development of appropriate plans.

### **Interdisciplinary Connections**

**Indicators:** \* This is a component of our ELA block. See reading/writing for these connections.

### **Integration of 21 Century Skills**

**Indicators:** \* This is a component of our ELA block. See reading/writing for these connections.

**Unit Title:** 17 Consonant -le Syllable

**Unit Description:**

In this Unit, you will teach the last of the six syllable types, the consonant –le syllable. This syllable has only three letters: a consonant, an l, and an e. The e is silent. It is the vowel. The consonant and the l are sounded like a blend. This syllable must be the last syllable in a multisyllabic word.

**Unit Duration:** Two (2) Weeks

### **Desired Results**

**Standard(s):** L.RF.2.3 b,c,e,f, L.RF.2.4. a,b,c, L.WF.2.2.

<b>Understandings:</b> <i>Students will understand that...</i> <ul style="list-style-type: none"> <li>• Word analysis and decoding skills are foundational for success as a reader.</li> <li>• Letter and letter combinations represent sounds</li> <li>• Fluent Readers' group words together quickly to help them gain meaning from what they read</li> <li>• Fluent readers accurately process print with expression at an appropriate rate</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• How do sounds and letters create words? • When a word doesn't make sense, what can I do?</li> <li>• What do good readers do?</li> <li>• Why does fluency matter?</li> </ul>
<b>Assessment Evidence</b>	
<b>Performance Tasks:</b> Unit 17 Test	<b>Other Evidence:</b> Mid Unit check point Student input using notebook or other (e.g., dry erase boards) Teacher observations and data collection
<b>Benchmarks:</b>  Unit 17 Benchmark, Teacher Observation during dictation practice, Day 5 Check Ups, Running Records, Oral reading through Amira, DRA, DSA	
<b>Learning Plan</b>	
<b>Learning Activities and Resources:</b>  See Weeks 1-2 Below:	

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 <sup>st</sup> C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
<b>Unit 17: Consonant – le Syllable</b>  Week 1	Introduce the /u/ sound.  Introduce new Trick Words: laugh, favorite, sugar	Distinguish long vowels when reading and spelling regularly spelled one-syllable words.  Decode regularly spelled two-syllable words with long vowels.  Identify words with common spelling sounds correspondences.  Recognize and read grade-appropriate irregularly spelled words.  Produce complete sentences when appropriate to the task.  Introduce sounds correspondence for additional common vowel teams.	Drill Sound Activity  Review all previous syllable types.  Introduce consonant-le syllable type. Tell students that the consonant-le syllable always ends with these two letters.  Review marking of double vowel syllable by circling the double vowel.  Teach spelling by dictating words and have students locate corresponding letter tiles on their letter boards.	TM pages 286-299 Standard Sound Cards Large Sound Cards Magnetic Tile Boards White Frame Cards Suffix Frame Cards Baby Echo Trick Word Flash Cards			<b>Formative Assessments:</b> Unit 15 Benchmark page 299  <b>Summative Assessment(s)</b> Day 5 Check-Up  Teacher Observation during Dictation Practice.

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources	Technology & 21 <sup>st</sup> C Skills Integration (Specify)	NJCCCS w/ CPI Reference	Evaluation/ Assessment:
Week 2	Introduce new Trick Words: trouble, couple, young		Dictate and build words with Standard Sound Cards as well as Magnetic Tile Boards.  Dictation  Additional Activities: Word of the Day Make it Fun Word Talk Storytime Blank Tile Game Make a Movie				

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources
Unit 15: Double Vowel Syllable (-oo,-ou,-ue and -ew) (Vowel Diphthong)  Week 1	Introduce the /u/ sound.  Introduce new Trick Words: January, February, July	Distinguish long vowels. when reading and spelling regularly spelled one-syllable words.  Decode regularly spelled two-syllable words with long vowels.  Identify words with common spelling sounds correspondences.	Drill Sound Activity  Introduce the /u/ sound building the word <i>flute</i> . Then, teach four more spellings for the/u/ sound: oo, ou, ue, ew.  Show large sound cards for ou, oo, ue, and ew drill the sounds.  Review marking of double vowel syllable by circling the double vowel.	TM pages 286-299 Standard Sound Cards Large Sound Cards Magnetic Tile Boards White Frame Cards Suffix Frame Cards Baby Echo Trick Word Flash Cards
		Recognize and read grade-appropriate irregularly spelled words.	Teach spelling by dictating words and have students locate corresponding letter tiles on their letter boards.	
		Produce complete sentences when appropriate to the task.		
		Introduce sounds correspondence for		
Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources
Week 2	Introduce new Trick Words: enough, special, paste	additional common vowel teams.	Dictate and build words with Standard Sound Cards as well as Magnetic Tile Boards.  Dictation  Additional Activities: Word of the Day Make it Fun Word Talk Storytime Blank Tile Game Make a Movie	

### Unit Modifications for Special Population Students

<b>Advanced Learners</b>	Refer to Additional Activities in Teachers Manual- *Make It Fun *Story Time *Word of the Day
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	* Word Talk
<b>Struggling Learners</b>	Double Dose Model for 3 days (see appendix) Fluency Kit Intervention Placement Inventory
<b>English Language Learners</b>	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Fluency Kit
<b>Special Needs Learners</b>	Double Dose Model for 5 days (see appendix) Fluency Kit Decodable Stories Intervention Placement Inventory
<b>Learners with a 504</b>	Refer to page four in the <a href="#">Parent and Educator Resource Guide</a> to Section 504 to assist in the development of appropriate plans.

### **Interdisciplinary Connections**

**Indicators:** \* This is a component of our ELA block. See reading/writing for these connections.

### **Integration of 21 Century Skills**

**Indicators:** \* This is a component of our ELA block. See reading/writing for these connections.