



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.

	Foundations / Foundational Skills
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	First 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 the responsibility method which encourages a goal of independence.					
	Foundations include 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 Literacy 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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	Gretchen Gerber/Christine Gehringer
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Written: August 2014

Revised: August 2024

BOE Approval:

Unit Title: 1 <u>Letter-Keyword Sound and Letter Formation</u>	
Unit Description: During this unit, the students will review letter names, keywords and sounds, and lower-case formation of the letters a-z.	
Unit Duration: Two (2) Weeks	
Desired Results	
Standard(s): L.RF.1.3, SL 1.6, and L1.1a	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> the relationship between sounds, syllables, and spoken words is a foundation necessary for future success as a reader. fluent readers recognized that letters represent sounds 	Essential Questions: <ul style="list-style-type: none"> Why are sounds and letters important? What do good readers do?
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:

Week 1:

Introduce Letter-Keyword

Sounds with Large Standard Sound Cards

Explain the difference between consonants and vowels

Sky Write letters using the letter formation guide

Complete Vowel Extension Activity for vowels

Week 2:

Introduce Letter-Keyword Sound with Large Standard Sound Cards

Explain the difference between consonants and vowels

Sky Write letters using the letter formation guide

Full Plan and Resources

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
Letter Keyword Sounds & Letter Formation Week 1:	Recognize and Identify Letter-Keyword and sound, as well as the proper letter formation for the following letters; t,b,f,n,m,c,a,l,r,o,g,d,s,e,u .	Know and apply grade-level phonics and word analysis skills in decoding skills. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Introduce Letter-Keyword Sound with Large Standard Sound Cards Explain the difference between consonants and vowels Sky Write letters using the letter formation guide	TM 167 Large & Small Sounds Cards Letter-Keyword Poster Magnet Boards White Boards Echo Owl TM 168, 38
			Complete Vowel Extension Activity for vowels	TM 169 Vowel Extension Poster- back of manual
Week 2:	Recognize and Identify Letter-Keyword and sound, as well as the proper letter formation for the following letters; l,p,j,v,w,z,q,y,xh,k		Introduce Letter-Keyword Sound with Large Standard Sound Cards Explain the difference between consonants and vowels Sky Write letters using the letter formation guide	TM 167 Large & Small Sounds Cards Letter-Keyword Poster Magnet Boards White Boards Echo Owl

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
Struggling Learners	Double Dose Model for 3 days (see appendix) Fluency Kit Intervention Placement Inventory
English Language Learners	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Fluency Kit
Special Needs Learners	Double Dose Model for 5 days (see appendix) Fluency Kit Decodable Stories Intervention Placement Inventory
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide 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: 2 Consonant Vowel Consonant (CVC)

Unit Description:

During this unit, the students will learn how to blend and read three-sound short vowel words as well as segment and spell them. They will be introduced to sentence dictation procedures such as capitalization, punctuation and proofreading.

Unit Duration: Three (3) weeks

Desired Results

Standard(s): L.RF.1.1, L.RF.1.2, L.RF.1.3, L.1.2b, L.1.1a	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • the relationship between sounds, symbols, and spoken words is foundational for future success as a reader. • word analysis and decoding skills are foundational for success as a reader. • fluent readers recognize that letters represent sounds 	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?
Assessment Evidence	
Performance Tasks: Unit 2 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 2 Benchmark, Teacher Observation during dictation practice, Day 5 Check Ups, Running Records, Oral reading through Amira, DRA, DSA	
Learning Plan	
Learning Activities: Weeks 1-3 (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
Consonant Vowel Consonant Week 1:	How to blend words with three sounds. How to tap to spell words. The method to sentence reading.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). Decode regularly spelled one-syllable words.	Drill Sounds Echo/Find Letters Using Standard sound cards display three letter words on board, show students how to tap using finger to thumb model.	TM 174 Large & Small Sounds Cards Letter-Keyword Poster Magnet Boards White Board Echo Owl
		Recognize and read grade-level appropriate irregularly spelled words.	Using Standard sound cards to display teaching sound tapping for segmentation and spelling skills.	
				TM 178
			Write a sentence on the board, using Baby Echo point to words and demonstrate how to tap out and read the sentence. Continue with a couple more sentences. Demonstrate how to read sentences with fluency using scooping.	TM 182-183
			Using white boards dictate several words to students	

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 tapping 3 letter words for reading and spelling.		to review <u>cvc</u> concept. Review tapping for reading and spelling by using Large Sound Cards to spell words.	TM 182-183
	Sentence dictation.		Echo and write a sentence on sentence strips. Explain capitalization and punctuation. Repeat with several sentences.	TM 179
	Read and Spell Trick Words		Show students Trick Word cards, Sky Write and finger write words but do not tap or make them on magnetic letter boards.	TM 180
			Complete letter, word and sentence dictation	TM 182-184
Week 3:	Review tapping 3 letter words for reading and spelling.		Dictate and build words using sound cards. Students use white boards to review sounds, words and sentences.	TM 182-185
	Review sentence dictation and Trick Words		Additional Activities: Word of the Day Word Talk	

Advanced Learners	Refer to Additional Activities in Teachers Manual- *Make It Fun *Story Time *Word of the Day * Word Talk
Struggling Learners	Double Dose Model for 3 days (see appendix) Fluency Kit Intervention Placement Inventory
English Language Learners	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Fluency Kit
Special Needs Learners	Double Dose Model for 5 days (see appendix) Fluency Kit Decodable Stories Intervention Placement Inventory
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide 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 Digraphs

Unit Description:

During this unit, the students will be introduced to digraphs wh, ch, sh, th and ck and learn that they 'stick together' to form one sound, even though there are two letters. They will also learn that wh is only used at the beginning of a word and ck is only used at the end of a word right after a short vowel.

Unit Duration: Three (3) Weeks

Desired Results

Standard(s): L.RF.1.1, L.RF.1.2, L.RF, 1.3, L.1.2b, L1.1a, S.L. 1.6

Understandings:

Students will understand that...

- The relationship between sounds, symbols, and spoken words is foundational for future success as a reader.
- Word analysis and decoding skills are foundational for success as a reader.
- fluent readers recognize that letters represent sounds

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?

Assessment Evidence

Performance Tasks:

Unit 3 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 3 Benchmark, Teacher Observation during dictation practice, Day 5 Check Ups, Running Records, Oral reading through Amira, DRA, DSA

Learning Plan

Learning Activities:

See Weeks 1-3 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
Digraphs Week 1:	How to read and spell digraphs <u>wh</u> , <u>ch</u> , <u>sh</u> , <u>th</u> and <u>ck</u> with the Large Sound Cards. How to tap words containing digraphs. How to mark words. Spell words containing digraphs.	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. Recognize the spelling-sound correspondence for common consonant digraphs (two letters that represent one sound) Decode regularly spelling one-syllable words. Recognize and read grade-appropriate irregularly spelled words. Recognize the distinguishing features of a <u>sentence</u>	Drill Sounds Echo/Find Sounds Explain that these consonants <u>wh</u> , <u>ch</u> , <u>sh</u> , <u>th</u> , <u>ck</u> 'stick together' to form one sound, even though there are two letters. That is why they are on one card. They are not separated. Review how /k/ is represented by <u>c</u> , <u>k</u> , <u>ck</u> and /w/ is represented by <u>w</u> , <u>wh</u> Teach how to tap out words containing digraphs. Tap your index finger to your thumb while saying a letter, middle finger to thumb while saying vowel and ring finger to thumb. Do not separate the digraph sounds.	TM 186-199 Large & Small Sounds Cards Letter-Keyword Poster Magnet Boards White Board Echo Owl Trick Word Flashcards TM 189 TM 189
	How to read and spell New Trick Words		Introduce how to <u>code</u> words by underlining it. Ex. <u>ship</u>	TM 186
			Sky Write and finger write new Trick Words.	
Week 2 and 3:	Review the digraphs <u>wh</u> , <u>ch</u> , <u>sh</u> , <u>th</u> and <u>ck</u> with the Large Sound Cards. Review how to tap words containing digraphs.		Additional Activities: Make It Fun Story Time Word of the Day Word Talk	TM 190
	Teach sentence dictation			
	Introduce New Tricks Week 1: to, <u>a</u> , was Week 2: is, he for Week 3: as, his, has			

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
Struggling Learners	Double Dose Model for 3 days (see appendix) Fluency Kit Intervention Placement Inventory
English Language Learners	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Fluency Kit
Special Needs Learners	Double Dose Model for 5 days (see appendix) Fluency Kit Decodable Stories Intervention Placement Inventory
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide 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: 4 Bonus Letter/Glued Sound all

Unit Description:

During this unit, the students will learn the bonus letter rule. At the end of a one syllable word, if the word had one vowel immediately followed by an f, l, or s at the end, double that consonant.

Unit Duration: Two (2) weeks

Desired Results

Standard(s): L.RF.1.1, L.RF.1.2, L.RF.1.3, L.RF.1.4, L.1.2a, L.1.2b, L.1.5a, S.L. 1.6

<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • the relationship between sounds, symbols, and spoken words is foundational for future success as a reader. • word analysis and decoding skills are foundational for success as a reader. • fluent readers recognize that letters represent sounds 	<p>Essential Questions:</p> <p>How do sounds and letters create words?</p> <p>When a word doesn't make sense, what can I do? What do good readers do?</p>
<p>Assessment Evidence</p>	
<p>Performance Tasks: Unit 4 Test</p>	<p>Other Evidence:</p> <p>Mid Unit check point Student input using notebook or other (e.g., dry erase boards) Teacher observations and data collection</p>
<p>Benchmarks:</p> <p>Unit 4 Benchmark, Teacher Observation during dictation practice, Day 5 Check Ups, Running Records, Oral reading through Amira, DRA, DSA</p>	
<p>Learning Plan</p>	
<p>Learning Activities and Resources:</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
Bonus Letter Week 1 & 2	Teach students bonus letter rule. Teach students tapping to spell words containing bonus letters ff, ll, ss Teach students glued sound –all.	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). Decode regularly spelled one-syllable words.	Drill Sounds Echo/Find Letters Using standard sound cards display the word mis, tap the sounds and blend to read. Tell students that the word had three sounds but it needs another s. Add the other s card to make the word miss.	TM 200-204 Large & Small Sounds Cards Letter-Keyword Poster Magnet Boards White Board Echo Owl Trick Word Flashcards
	Teach students sentence reading.	Recognize and read grade-level appropriate irregularly spelled words.	Repeat with several other words from teachers manual	
	Introduce new Trick Words. Week 1: you, we, I Week 2: they, one said		Week 1 Day 2 Introduce glued sound card –all. Tell students that the bonus letter ll changes the short a sound to /ol/. Show students words using standard sound deck.	TM 204
			Teach tapping of –all. Tap index finger to the thumb for first sound, then middle and ring finger together for –all sound. Additional Activities: Make It Fun Story Time Word of the Day Word Talk	

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
Struggling Learners	Double Dose Model for 3 days (see appendix) Fluency Kit Intervention Placement Inventory
English Language Learners	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Fluency Kit
Special Needs Learners	Double Dose Model for 5 days (see appendix) Fluency Kit Decodable Stories Intervention Placement Inventory

Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.
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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 - <u>Glued Sounds</u>	
Unit Description: In this Unit, the students will be introduced to glued sounds am and an. The vowels are somewhat changed from a pure short vowel to a more nasalized vowel. Depending upon the person's dialect, this is sometimes more pronounced.	
Unit Duration: One (1) Week	
Desired Results	
Standard(s):	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> the relationship between sounds, symbols, and spoken words is foundational for future success as a reader. word analysis and decoding skills are foundational for success as a reader. fluent readers recognize that letters represent sounds 	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?
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 Week 1 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
Glued Sounds Week 1	Teach glued <u>sounds</u> am and an. Introduce new trick <u>words</u> from, <u>or</u> , have	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). Decode regularly spelled one-syllable words. Recognize and read grade-level <u>appropriate</u> irregularly spelled words.	Drill Sounds Echo/Find Letters Have students make the /m/ and /n/ sound, while making the sound have the students pinch their nose to represent these sounds are nasal sounds. Using green <u>Large</u> sound cards, introduce letter keyword sound and explain that these are glued sounds.	TM 214 Large & Small Sounds Cards Letter-Keyword Poster Magnet Boards White Board Echo Owl Trick Word Flashcards
			Make words on the board using standard sound cards.	
			Demonstrate tapping first sound index finger to thumb, tap together middle and ring finger and thumb to represent glued sounds.	
			Additional Activities: Make It Fun Story Time Word of the Day Word Talk	

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
Struggling Learners	Double Dose Model for 3 days (see appendix) Fluency Kit Intervention Placement Inventory
English Language Learners	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Fluency Kit
Special Needs Learners	Double Dose Model for 5 days (see appendix) Fluency Kit Decodable Stories Intervention Placement Inventory
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide 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 Suffix -s

Unit Description:

In Unit 6, the student will be introduced to the concept of a base word and suffix. Suffix –s will be added to words studied in previous Units.

Unit Duration: Three (3) Weeks

Desired Results

Standard(s): L.RF.1.1, L.RF.1.2c,d,L.RF.1.3 b, g, L.1.1a, L.1.2 a,b, L.1.5a, S.L.1.6

<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • the relationship between sounds, symbols, and spoken words is foundational for future success as a reader. • word analysis and decoding skills are foundational for success as a reader. • fluent readers recognize that letters represent sounds 	<p>Essential Questions:</p> <p>How do sounds and letters create words?</p> <p>When a word doesn't make sense, what can I do? What do good readers do?</p>
<p>Assessment Evidence</p>	
<p>Performance Tasks: Unit 6 Test</p>	<p>Other Evidence:</p> <p>Mid Unit check point Student input using notebook or other (e.g., dry erase boards) Teacher observations and data collection</p>
<p>Benchmarks:</p> <p>Unit 6 Benchmark, Teacher Observation during dictation practice, Day 5 Check Ups, Running Records, Oral reading through Amira, DRA, DSA</p>	
<p>Learning Plan</p>	
<p>Learning Activities and Resources:</p> <p>See Weeks 1-3 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
<u>Baseword and Suffix</u> Week 1-3	Teach <u>baseword</u> and suffix <u>-s</u> . Emphasize saying <u>baseword</u> first then suffix. Introduce new Trick Words: Week 1 were, her, put	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). Decode regularly spelled one-syllable words.	Drill Sounds Echo/Find Letters Using standard sound <u>cards</u> build the word shop. Have <u>student</u> read it then add the s card to form the word shops. Tell students that shop is the <u>baseword</u> and the suffix <u>-s</u> can be added to it.	TM 226-238 Large & Small Sounds Cards Letter-Keyword Poster Magnet Boards White Board Echo Owl Trick Word Flashcards Yellow Suffix s card
	Week 2: there, what, she	Recognize and read grade-level <u>appropriate</u> irregularly spelled words.	Repeat above step spelling the word bugs.	
	Week 3: been, by, who		Explain that sometimes the s sounds like a /z/ when added to words as a suffix.	
			When reading <u>words</u> the students must always say the <u>baseword</u> , then the whole word.	
			Teach students how to mark words by underlining the <u>baseword</u> and circling the suffix. Additional Activities: Make It Fun Story Time Word of the Day Word Talk	

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
Struggling Learners	Double Dose Model for 3 days (see appendix) Fluency Kit Intervention Placement Inventory
English Language Learners	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Fluency Kit
Special Needs Learners	Double Dose Model for 5 days (see appendix) Fluency Kit Decodable Stories Intervention Placement Inventory

Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.
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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 <u>Glued Sounds ng and nk</u>
Unit Description: The students will be introduced to –ng and –nk glued sounds. There will be four new glued sounds ending with ng (and, ing, ong, ung) and four endings with nk (ank, ink, onk, unk).
Unit Duration: Three (3) Weeks
Desired Results
Standard(s):
<div> Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> the relationship between sounds, symbols, and spoken words is foundational for future success as a reader. word analysis and decoding skills are foundational for success as a reader. fluent readers recognize that letters represent sounds </div> <div> 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? </div>
Assessment Evidence

Performance Tasks: Unit 7 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 7 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 1-3 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>
Glued Sounds ng and nk Week 1	Teach the new sounds with Large Sounds Cards ang, ong, ing, ung Read and spell words containing glued sounds. Introduce new Trick Words: Week 1 out, so, are	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). Decode regularly spelled one-syllable words. Recognize and read grade-level appropriate irregularly spelled words.	Drill Sounds Echo/Find Letters Using Standard sound cards display ng cards and review letter, keyword sound. Explain that the three letters do have individual sounds but that the sounds are very closely glued together and are therefore difficult to separate. Teach tapping of these sounds, use three fingers together at the same time. Teach students to code words by making a box around the glued sound	TM 240 Large & Small Sounds Cards Letter-Keyword Poster Magnet Boards White Board Echo Owl Trick Word Flashcards

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 the new sounds with Large Sounds Cards <u>ank</u> , ink, <u>onk</u> , <u>unk</u>		Using Standard sound cards display <u>nk</u> cards and review letter, keyword <u>sound</u> .	
	Read and spell words containing glued sounds.		Explain that the three letters do have individual sounds but that the sounds are very closely glued together and are therefore difficult to separate.	
	Introduce New Trick Words Week 2: Two, about, into		Teach tapping of these sounds, use three fingers together at the same time.	
			Teach students to code words by making a box around the glued sound	
Week 3	Review ng and <u>nk</u> words and teach adding a suffix s to these words. Introduce New Trick Words Week 3: Only, other, new		Make words with ng and <u>nk</u> sounds. Add the suffix –s to each word. Have students read the words, naming the <u>baseword</u> first. Teach spelling how to add the suffix –s to an –ng or – <u>nk</u> <u>baseword</u> . Follow the Unit 6 procedure for reading and spelling words with <u>basewords</u> and suffixes.	

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
Struggling Learners	Double Dose Model for 3 days (see appendix) Fluency Kit Intervention Placement Inventory
English Language Learners	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Fluency Kit
Special Needs Learners	Double Dose Model for 5 days (see appendix) Fluency Kit Decodable Stories Intervention Placement Inventory

Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.
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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 <u>Blends, Digraphs & Digraph Blends</u>	
Unit Description: The students will learn the difference between a blend and a digraph. A digraph contains two consonants and only makes one sound. A blend, however, contains two consonants but they each make their own sound. They will also learn about digraph blends. A digraph blend is a digraph blended with another consonant such as n and ch in the word lunch. Words with digraph blends will also have four sounds.	
Unit Duration: Three (3) Weeks	
Desired Results	
Standard(s): L.RF.1.1, L.RF.1.2 c, d, L.RF.1.3 b,g, L.1.1a, L1.2 a,b, L.1.5a, S.L.1.6	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • The relationship between sounds, symbols, and spoken words is foundational for future success as a reader. • Word analysis and decoding skills are foundational for success as a reader. • fluent readers recognize that letters represent sounds 	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?
Assessment Evidence	

Performance Tasks: Unit 8 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 8 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 1-3 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>
Blends, Digraphs and Digraph Blends Week 1	Review words with digraphs using standard sound cards. Teach blends using standard sound cards. Introduce New Trick Words Week 1: Some, could, want	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). Decode regularly spelled one-syllable words. Orally produce single-syllable words by blending sounds (phonemes) in spoken single syllable words.	Drill Sounds Echo/Find Letters Using digraph standard sound cards make with digraphs to review skill. Using standard sound cards make the word slip, explain that slip has four sounds because the letters s and l each have their own sound. That is why s and l have their own cards.	TM 256 Large & Small Sounds Cards Letter-Keyword Poster Magnet Boards White Board Echo Owl Trick Word Flashcards Blank Tiles
		Know the spelling – sound correspondence for common consonant digraphs.	Tell the students that when there are two or more consonants together, each making its own sound, that is called a blend.	
		Recognize and read grade-level appropriate irregularly spelled words.	Teach students how to mark words. A blend has separate sounds. Show this by underlining each sound in the blend with a separate line.	

<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: Digraph Blends	Teach <u>digraph</u> blends and spelling with blank cards.		Demonstrate a digraph blend with standard sound cards.	
	Introduce New Trick Words Week 2 Say, do, first		Explain these words also have four sounds. A digraph is blended with another consonant. Teach how to mark words.	
			Teach spelling with blank cards. The blank phoneme standard sound cards can also be used rather than the actual letter cards.	
Week 3: Review <u>baseword</u> and <u>suffix</u>	Introduce New Trick Words Week 3: Any, my, now		Use Standard sound cards to review the reading of a <u>baseword</u> and <u>suffix</u> .	
			Additional Activities: Make It Fun Story Time Word of the Day Word Talk	

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
Struggling Learners	Double Dose Model for 3 days (see appendix) Fluency Kit Intervention Placement Inventory
English Language Learners	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Fluency Kit
Special Needs Learners	Double Dose Model for 5 days (see appendix) Fluency Kit Decodable Stories

	Intervention Placement Inventory
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide 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 <u>Closed Syllables</u>	
Unit Description: The students will be introduced to the first syllable type, closed syllables. Closed syllables can only have one vowel, the vowel is followed by one or more consonants, and the vowel sound is short.	
Unit Duration: Two(2) Weeks	
Desired Results	
Standard(s): L.RF.1.1, L.RF.1.2 c,d, L.RF.1.3 b, g, L.1.1a, L,1,2 a,b, L.1.5a, S.L.1.6	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • The relationship between sounds, symbols, and spoken words is foundational for future success as a reader. • Word analysis and decoding skills are foundational for success as a reader. • fluent readers recognize that letters represent sounds 	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?
Assessment Evidence	

Performance Tasks: Unit 9 Test	Other Evidence: Mid Unit check point Student input using notebook or other (e.g., dry erase boards) Teacher observations and data collection
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Benchmarks:

Unit 9 Benchmark, Teacher Observation during dictation practice, Day 5 Check Ups, Running Records, Oral reading through Amira, DRA, DSA

Learning Plan

Learning Activities and Resources:

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
Closed Syllable Week 1 & 2	Review reading and spelling words of previously taught patterns. Teach closed syllable <u>concept</u> Introduce New Trick Words Week 1: our, over, <u>come</u> Week 2: would, after, also	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). Decode regularly spelled one-syllable words. Orally produce single-syllable words by blending sounds (phonemes) in spoken single syllable words.	Drill Sounds Echo/Find Letters Explain that words have parts that go together called syllables. A syllable is part of <u>word</u> that can be pushed out in one breath. Tell students that a closed syllable has one vowel and must be closed in by a consonant. A closed syllable gives the vowel the short sound.	TM 270 Large & Small Sounds Cards Letter-Keyword Poster Magnet Boards White Board Echo Owl Trick Word Flashcards
		Know the spelling – sound correspondence for common <u>consonant</u> digraphs.	Build words using standard sound cards.	
		Recognize and read grade-level appropriate irregularly spelled words.	Additional Activities: Make It Fun Story Time Word of the Day Word Talk	

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
Struggling Learners	Double Dose Model for 3 days (see appendix) Fluency Kit Intervention Placement Inventory
English Language Learners	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Fluency Kit

Special Needs Learners	Double Dose Model for 5 days (see appendix) Fluency Kit Decodable Stories Intervention Placement Inventory
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide 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 Blend and Segment 5 sounds

Unit Description:

Unit 10 does not introduce any new sounds. In this Unit, the students will learn how to blend and segment up to five sounds in a closed syllable.

Unit Duration: Three (3) Weeks

Desired Results

Standard(s): L.RF.1.1, L.RF.1.2 c,d, L.RF.1.3 b, d, g, L.1.1a, L.1.2 a,b, L.1.5a, S.L.1.6

Understandings:

Students will understand that...

- The relationship between sounds, symbols, and spoken words is foundational for future success as a reader.
- Word analysis and decoding skills are foundational for success as a reader.
- fluent readers recognize that letters represent sounds

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?

Assessment Evidence

Performance Tasks: Unit 10 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 10 Benchmark, Teacher Observation during dictation practice, Day 5 Check Ups, Running Records, Oral reading through Amira, DRA, DSA	
<div>Learning Plan</div>	
Learning Activities and Resources: See Weeks 1-3 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
Blend and Segment up to 5 sounds Week 1 & 2	Teach <u>blending</u> words with 5 sounds. Teach spelling words with 5 sounds. Introduce New Trick Words Week 1: Many, before, <u>called</u> Week 2: How, your, down	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). Decode regularly spelled one-syllable words. Orally produce single-syllable words by blending sounds (phonemes) in spoken single syllable words. Recognize and read grade-level appropriate irregularly spelled words.	Drill Sounds Echo/Find Letters Explain that some words have five sounds in a syllable. Form words with Standard sound cards with up to 5 sounds. Teach how to tap and mark these words. Teach spelling words with 5 sounds. Dictate current words, have students repeat the word and tap out the individual sounds.	TM 284 Large & Small Sounds Cards Letter-Keyword Poster Magnet Boards White Board Echo Owl Trick Word Flashcards
Week 3:	Teach reading and spelling words with a suffix		Using standard sound cards and the <u>Yellow</u> suffix frame. Students will tap the <u>baseword</u> first then	
	Introduce New Trick Words Week 3: Should, <u>because</u> , each		entire word. Dictate words and have students echo. Have students repeat <u>baseword</u> and spell <u>baseword</u> first then add suffix. Additional Activities: Make It Fun Story Time Word of the Day Word Talk	

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
Struggling Learners	Double Dose Model for 3 days (see appendix) Fluency Kit Intervention Placement Inventory

English Language Learners	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Fluency Kit
Special Needs Learners	Double Dose Model for 5 days (see appendix) Fluency Kit Decodable Stories Intervention Placement Inventory
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide 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 Multisyllabic Words

Unit Description:

In Unit 11, the focus will change from sounds to syllables. The students will learn how to read and spell two-syllable words with closed syllables. Also the students will learn how to segment or divide two syllable words between consonants.

Unit Duration: Two(2) Weeks

Desired Results

Standard(s): L.RF.1.1, L.RF.1.2 c,d, L.RF.1.3 b, d,e,g, L.1.1a, L.1.2 a,b, L.1.5a, S.L.1.6

Understandings:

Students will understand that...

- The relationship between sounds, symbols, and spoken words is foundational for future success as a reader.
- Word analysis and decoding skills are foundational for success as a reader.

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?

<ul style="list-style-type: none"> • fluent readers recognize that letters represent sounds 	
Assessment Evidence	
Performance Tasks: Unit 11 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 11 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 1-3 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
Blend and Segment up to 5 sounds Week 1 & 2	Teach <u>blending</u> words with 5 sounds. Teach spelling words with 5 sounds. Introduce New Trick Words Week 1: Many, before, <u>called</u> Week 2: How, your, down	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). Decode regularly spelled one-syllable words. Orally produce single-syllable words by blending sounds (phonemes) in spoken single syllable words. Recognize and read grade-level appropriate irregularly spelled words.	Drill Sounds Echo/Find Letters Explain that some words have five sounds in a syllable. Form words with Standard sound cards with up to 5 sounds. Teach how to tap and mark these words. Teach spelling words with 5 sounds. Dictate current words, have students repeat the word and tap out the individual sounds.	TM 284 Large & Small Sounds Cards Letter-Keyword Poster Magnet Boards White Board Echo Owl Trick Word Flashcards
Week 3:	Teach reading and spelling words with a suffix		Using standard sound cards and the <u>Yellow</u> suffix frame. Students will tap the <u>baseword</u> first then	
	Introduce New Trick Words Week 3: Should, <u>because</u> , each		entire word. Dictate words and have students echo. Have students repeat <u>baseword</u> and spell <u>baseword</u> first then add suffix. Additional Activities: Make It Fun Story Time Word of the Day Word Talk	

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
Struggling Learners	Double Dose Model for 3 days (see appendix) Fluency Kit Intervention Placement Inventory

English Language Learners	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Fluency Kit
Special Needs Learners	Double Dose Model for 5 days (see appendix) Fluency Kit Decodable Stories Intervention Placement Inventory
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide 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 Suffix ending -es

Unit Description:

In this Unit, the students will learn about the new suffix ending –es. The concept of plural words with be reviewed.

Unit Duration: Two (2) Weeks

Desired Results

Standard(s): L.RF.1.1, L.RF.1.2 c,d, L.RF.1.3 b,d,g, L.1.1a, L.1.2 a,b, L.1.5a, S.L.1.6

Understandings:

Students will understand that...

- The relationship between sounds, symbols, and spoken words is foundational for future success as a reader.
- Word analysis and decoding skills are foundational for success as a reader.
- fluent readers recognize that letters represent

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?

sounds	
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
Suffix ending <u>-es</u> Week 1 & 2	Teach the <u>-es</u> suffix. Introduce New Trick Words Week 1: see, work, between Week 2: Both, being, under	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). Decode regularly spelled one-syllable words. Orally produce single-syllable words by blending sounds (phonemes) in spoken single syllable words. .	Drill Sounds Echo/Find Letters Review that a suffix is an ending that can be added to a <u>baseword</u> . Using Yellow Suffix Frame write <u>-es</u> and explain that it is a vowel suffix because it begins with a vowel. Teach that the <u>suffix -es</u> makes a word mean more than one and only comes at the end of words ending in <u>ch sh s x and z</u> . Recognize and read grade-level appropriate irregularly spelled words.	TM 314 Large & Small Sounds Cards Letter-Keyword Poster Magnet Boards White Board Echo Owl Trick Word Flashcards <u>Suffix -es</u>
	Teach spelling words with suffix <u>-es</u> endings.	Isolate and pronounce initial, medial vowel, and final sounds in spoken single syllable words.	Teach spelling words with suffixes. Repeat word, name the <u>baseword</u> spell <u>baseword</u> then add the suffix. Additional Activities: Make It Fun Story Time Word of the Day Word Talk	

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
Struggling Learners	Double Dose Model for 3 days (see appendix) Fluency Kit Intervention Placement Inventory
English Language Learners	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Fluency Kit
Special Needs Learners	Double Dose Model for 5 days (see appendix) Fluency Kit Decodable Stories Intervention Placement Inventory
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to

	Section 504 to assist in the development of appropriate plans.
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Interdisciplinary Connections

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

Indicators: * This is a component of our ELA block. See reading/writing for these connections.
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Unit Title: 13 <u>Suffix –ed and -ing</u>
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Unit Description:

The students will learn two new suffix endings –ed and –ing. These suffix endings will be added to closed syllable words that do not change when the suffix is added.

Unit Duration: Two(2) Weeks

Desired Results

Standard(s): L.RF.1.1, L.F.1.2 c,d, L.RF.1.3 b, g, L.1.1a, L,1,2 a,b, L.1.5a, S.L.1.6
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Understandings:

<i>Students will understand that...</i>

- | |
|---|
| <ul style="list-style-type: none">• The relationship between sounds, symbols, and spoken words is foundational for future success as a reader.• Word analysis and decoding skills are foundational for success as a reader.• fluent readers recognize that letters represent sounds |
|---|

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?

Assessment Evidence

Performance Tasks:

Unit 13 Test

Other Evidence:

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

Unit 13 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
Blend and Segment up to 5 sounds Week 1 & 2	Teach new <u>suffix</u> endings <u>-ing</u> and <u>-ed</u> Teach spelling words with suffix endings. Introduce New Trick Words Week 1: never, another, day Week 2: words, look, through	Segment spoken single- syllable words into their complete sequence of individual sounds (phonemes). Decode regularly spelled one-syllable words. Orally produce single- syllable words by blending sounds (phonemes) in spoken single syllable words. Recognize and read grade-level appropriate irregularly spelled words.	Drill Sounds Echo/Find Letters Reteach that there are two kinds of suffixes: vowel suffixes begin with vowels and consonants begin with consonants. Teach <u>-ed</u> and <u>-ing</u> are both vowel suffixes because they begin with a vowel. Using standard sound cards and the <u>Yellow</u> suffix frame. Students will tap the <u>baseword</u> first then entire word. Dictate words and have students echo. Have students repeat <u>baseword</u> and spell <u>baseword</u> first then add suffix. Additional Activities: Make It Fun Story Time Word of the Day Word Talk	TM 284 Large & Small Sounds Cards Letter-Keyword Poster Magnet Boards White Board Echo Owl Trick Word Flashcards Syllable Frames Suffix Frames

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
Struggling Learners	Double Dose Model for 3 days (see appendix) Fluency Kit Intervention Placement Inventory
English Language Learners	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Fluency Kit
Special Needs Learners	Double Dose Model for 5 days (see appendix) Fluency Kit Decodable Stories Intervention Placement Inventory
Learners with a 504	Refer to page four in the Parent and Educator Resource Guide 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 Vowel-consonant-e

Unit Description:

The students will learn the vowel-consonant-e syllable. They will learn the long vowel sound for each vowel and that u can have two sounds as well as the s might say /z/ between tow vowels. Lastly, the students will learn that the suffix s can be added to these words.

Unit Duration: Three (3) Weeks

Desired Results

Standard(s): L.RF.1.1, L.RF.1.2 a, c,d, L.RF.1.3 b, d,g, L.1.1a, L,1,2 a,b, L.1.5a, S.L.1.6

<p>Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • The relationship between sounds, symbols, and spoken words is foundational for future success as a reader. • Word analysis and decoding skills are foundational for success as a reader. • fluent readers recognize that letters represent sounds 	<p>Essential Questions:</p> <p>How do sounds and letters create words?</p> <p>When a word doesn't make sense, what can I do? What do good readers do?</p>
<p>Assessment Evidence</p>	
<p>Performance Tasks: Unit 14 Test</p>	<p>Other Evidence:</p> <p>Mid Unit check point Student input using notebook or other (e.g., dry erase boards) Teacher observations and data collection</p>
<p>Benchmarks:</p> <p>Unit 14 Benchmark, Teacher Observation during dictation practice, Day 5 Check Ups, Running Records, Oral reading through Amira, DRA, DSA</p>	
<p>Learning Plan</p>	
<p>Learning Activities and Resources:</p> <p>See Weeks 1-3 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
Vowel Consonant e Week 1 & 2	Teach long <u>vowel</u> sounds Teach vowel consonant e	Distinguish long from short vowel sounds in spoken single-syllable words.	Drill Sounds Echo/Find Letters Introduce letter keyword sound for long vowel sounds using Large Sound Cards. Explain that u is the only vowel that has two long sounds. Review closed syllable using standard sound cards. Explain that e is the “busiest letter in the alphabet”. Introduce vowel consonant e syllable. Make words using large sound cards.	TM 284 Large & Small Sounds Cards Letter-Keyword Poster Magnet Boards White Board Echo Owl Trick Word Flashcards
	Teach the sound /z/ as in <u>wise</u> Introduce New Trick Words Week 1: friend, around, <u>circle</u> Week 2: does, nothing, write	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). Decode regularly spelled one-syllable words. Orally produce single-syllable words by blending sounds (phonemes) in spoken single syllable words. .	Explain that s might say /z/ between two vowels. Use standard sound cards to demonstrate words with the suffix -s. Additional Activities: Make It Fun Story Time Word of the Day Word Talk	
Week 3:	Teach reading vowel consonant e words with suffix -s Introduce New Trick Words Week 3: none, color, month	Recognize and read grade-level <u>appropriate</u> irregularly spelled words.		

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
Struggling Learners	Double Dose Model for 3 days (see appendix) Fluency Kit Intervention Placement Inventory
English Language Learners	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Fluency Kit
Special Needs Learners	Double Dose Model for 5 days (see appendix) Fluency Kit Decodable Stories Intervention Placement Inventory

Learners with a 504	Refer to page four in the Parent and Educator Resource Guide to Section 504 to assist in the development of appropriate plans.
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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.