



Washington Township Public Schools



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

Course Title:	Foundations/Foundational Skills					
Grade Level(s):	Kindergarten					
Duration:	<i>Full Year:</i>	X	<i>Semester:</i>		<i>Marking Period:</i>	
Course Description:	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, word study, fluency, vocabulary, handwriting, and spelling. Foundations focuses on the gradual release of the responsibility method which encourages a goal of independence.					
Grading Procedures:	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. Data from early literacy screeners should also be used to support early literacy goals.					
Primary Resources:	Foundations high frequency cards, letter boards, titles, white boards, posters, Echo the Owl. Heggerty Resources , Early Bird Literacy Resources, and other early literacy tools are used for ongoing review and support.					
Washington Township Principles for Effective Teaching and Learning						
<ul style="list-style-type: none">• 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						
Designed by:	Samantha Dulude/Christine Gehringer					
Under the Direction of:						

Written by: _____

Revised: August 2024 _____

BOE Approval: _____

Unit Title: Unit 1: Letter Sound Formation

Unit Description:

Unit one emphasizes the “routine” for letter introduction. Each week students will introduce 2-3 new letters. Teachers will teach the letter name-keyword-sound for each new letter as well as the lowercase formation. Practice and review are essential during this unit. You will also begin phonemic awareness instruction with rhyming as well as initial and final sound awareness in one-syllable words. Finally, you will use sentence frames to teach word awareness so that students learn to discern the separate words in dictated sentences. Capitalization and punctuation will be introduced, and students will be able to identify telling and asking sentences.

Unit Duration: 12 Weeks

Desired Results

Standard(s):

L.RF.K.1.D: Recognize and name all upper- and lowercase letters of the alphabet

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **
Recognize and produce rhyming words.

L.RF.K.2.C: Blend and segment onsets and rimes of single-syllable spoken words.

L.RF.K.2.D: Orally repeat multi-syllable words and pronounce the separate syllables.

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

Read high-frequency words and grade level irregular words with automaticity.

Recognize the parts of high-frequency words that are regular and the parts that are irregular.

Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot)

L.KL.K.3. With prompting and support, develop knowledge of language and its conventions when speaking and listening.

Use frequently occurring nouns and verbs.

Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).

Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

Produce and expand complete sentences in shared language activities.

L.K.2A-C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.K.2A. Capitalize the first word in a sentence and the pronoun I.

L.K.2B. Recognize and name end punctuation

L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

Understandings:

Students will understand...

- Letter-Keyword-Sound for consonants and short vowels
- Letter formation for lower-case letters (a-z)

Essential Questions:

1. What are the “Foundations Keywords” that represent letter sound for consonants and vowels in the alphabet?
2. What are the sounds that letters represent?

- Sound recognition: consonants and short vowels Print and word awareness
- Rhyming
- Phonemic awareness: Initial and final sounds
- Story telling

3. What are the beginning and ending sounds in words? 4. What are rhyming words? What makes a word rhyme?
5. What is a sentence?

Assessment Evidence

Performance Tasks:

Unit 1 Assessment

Other Evidence:

Mid Unit check point

Student input using notebook or other Example: dry erase boards

Teacher observations and data collection

Benchmarks:

Unit 1 Assessment

Ongoing K Snapshot data

LearningPlan

Learning Activities:

Introduce Letter-Keyword Sound with Large Standard Sound Cards

Week 1:

Letter-Keyword Sound- TM 64

Sky write/Letter formation- using the letter formation guide TM 65, 66, 71

Drill Sounds/Warm-up- TM 66, 68, 70, 72 (Practice sounds with large sound cards: do all the new sounds each day)

Echo/Letter Formation- TM 67, 71

Echo/Find Letters- TM 69, 73

Make it Fun- TM 68

Word Play- TM 70-71

Storytime- TM 72

Students will learn vowels; explain every word must have at least one vowel in it (TM 84)

Week 2-11:

Letter-Keyword Sound- TM 74, 84, 94, 104, 114, 124, 134, 144, 154, 164,

Sky write/Letter formation- using the letter formation guide TM 65, 75, 85, 95, 105, 115, 125, 135, 145, 155, 165

Drill Sounds/Warm-up- TM 74, 76, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 100, 102, 104, 106, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172,

Echo/Letter Formation- TM 67, 71, 77, 87, 97, 107, 111, 117, 127, 137, 147, 157, 167, 171, 177 Echo/Find Letters- (See TM page 69, 79, 83, 89, 99, 113, 123, 133, 143, 153, 159, 163, 169, 173, 179) Students match magnetic letter tiles to the letters on their letter boards

Make it Fun- challenge students to think of words that start with the current sounds (TM page 68, 78, 88, 98, 108, 118, 128, 138, 148, 158, 168, 178

Word Play- Teach students that sentences are made up of words (see TM page 70, 80, 90, 100, 110, 120, 130, 140, 150, 160, 170, 180)

Story Time: Teacher performs the story (see TM page 72, 82, 92, 102, 112, 122, 132, 142, 152, 162, 172, 182)

Week 12:

Letter-Keyword Sound- TM 174

Sky write/Letter formation- using the letter formation guide TM 175, 176

Drill Sounds/Warm-up- TM 174, 176, 178, 180, 182 (Practice sounds with large sound cards: do all the new sounds each day)

Echo/Letter Formation- TM 177, 181

Echo/Find Letters- TM 179

Make it Fun- TM 178

Word Play- TM 180

Storytime- TM 182

Resources: Echo/Baby Echo, Large sound cards, Standard sound cards, large writing grid, letter formation guide, student notebook, sentence frames, Mid unit check (TM 123), Unit Assessment (TM 184)

Unit Learning Goal and Scale
(Level 2.0 reflects a minimal level of proficiency)



Standard(s):

L..RF.K.1.D Recognize and name all upper- and lowercase letters of the alphabet.

4.0	Students will be able to: <ul style="list-style-type: none"> Recognize and name all upper and lowercase letters of the alphabet and create and write a word that begins with each letter
3.0	Students will be able to: <ul style="list-style-type: none"> Recognize and name all upper and lowercase letters of the alphabet
2.0	Students will be able to: <ul style="list-style-type: none"> Recognize and identify all lowercase letters of the alphabet
1.0	With help, partial success at level 2.0 content and level 3.0 content: students will be able to recognize or identify all lowercase letters of the alphabet
0.0	Even with help, no success

Standard(s):

L..RF.K.2.A Recognize and produce rhyming words.

4.0	Students will be able to: <ul style="list-style-type: none"> recognize and produce rhyming words using pictures as well as identify the rhyming part of the word (example: bat  /  cat) students can create a rhyming rap on the ipad using imovie or recording device and peers can use it during center time as a center activity
3.0	Students will be able to: <ul style="list-style-type: none"> Identify and produce rhyming words
2.0	Students will be able to: <ul style="list-style-type: none"> Recognize rhyming words by identifying the pattern in the words
1.0	With help, partial success at level 2.0 content and level 3.0 content: name rhyming words
0.0	Even with help, no success

Standard(s):

L..RF.K.2.C: Blend and segment onsets and rimes of single-syllable spoken words.

4.0	Students will be able to: <ul style="list-style-type: none"> Blend and segment onsets and rimes of single-syllable spoken words through examining the parts of a word. http://www.fcrr.org/studentactivities/PA_022a.pdf for activity
3.0	Students will be able to: <ul style="list-style-type: none"> Blend and segment onsets and rimes of single-syllable spoken words by formulating new words
2.0	Students will be able to: <ul style="list-style-type: none"> Blend and segment onsets and rimes of single-syllable spoken words by classifying the rhyming part of each word

1.0	With help, partial success at level 2.0 content and level 3.0 content: recognize onsets and rimes of single-syllable spoken words
0.0	Even with help, no success

Standard(s):

L.RF.K.2.D Orally repeat multi-syllable words and pronounce the separate syllables.

4.0	Students will be able to: <ul style="list-style-type: none"> Isolate and pronounce the initial, medial vowel, and final sounds in a CVC word while creating a word sort using medial vowel sounds, initial or final sounds
3.0	Students will be able to: <ul style="list-style-type: none"> Isolate and pronounce the initial, medial vowel, and final sounds in a CVC word
2.0	Students will be able to: <ul style="list-style-type: none"> Distinguish between words through Isolating the initial, medial vowel, and final sound in a CVC word
1.0	With help, partial success at level 2.0 content and level 3.0 content: recalling the initial and final sounds in CVC words
0.0	Even with help, no success

Standard(s):

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

4.0	Students will be able to: <ul style="list-style-type: none"> Show basic knowledge of letter sounds by producing the primary sound or many of the most frequent sounds for each consonant by designing a primary sound picture chart.
3.0	Students will be able to: <ul style="list-style-type: none"> Show basic knowledge of letter sounds by producing the primary sound or many of the most frequent sounds for each consonant
2.0	Students will be able to: <ul style="list-style-type: none"> Show basic knowledge of letter sounds by sharing the primary sound of each consonant http://www.professorgarfield.org/Phonemics/chickenCoop.html
1.0	With help, partial success at level 2.0 content and level 3.0 content: Show basic knowledge of letter sounds by sharing the primary sound of each consonant
0.0	Even with help, no success

Standard(s):

CCSS.ELA-LITERACY.L.K.1.A Print many upper- and lowercase letters.

4.0	Students will be able to: <ul style="list-style-type: none"> Print all upper and lowercase letters
3.0	Students will be able to:

	<ul style="list-style-type: none"> Print many upper and lowercase letters
2.0	Students will be able to: <ul style="list-style-type: none"> Print many upper and lowercase letters with mini chart support
1.0	With help, partial success at level 2.0 content and level 3.0 content: Print many upper and lowercase letters
0.0	Even with help, no success

Standard(s): CCSS.ELA-LITERACY.L.K.2.A Capitalize the first word in a sentence and the pronoun	
4.0	Students will be able to: <ul style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun I while creating a sentence independently
3.0	Students will be able to: <ul style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun I
2.0	Students will be able to: <ul style="list-style-type: none"> Recognize the first word is capitalized in a sentence as well as the pronoun I
1.0	With help, partial success at level 2.0 content and level 3.0 content: Recognize the beginning of a sentence
0.0	Even with help, no success

Standard(s): CCSS.ELA-LITERACY.L.K.2.B Recognize and name end punctuation.	
4.0	Students will be able to: <ul style="list-style-type: none"> Recognize, name and write end punctuation by analyzing various sentences
3.0	Students will be able to: <ul style="list-style-type: none"> Recognize and name end punctuation
2.0	Students will be able to: <ul style="list-style-type: none"> Recognize end punctuation
1.0	With help, partial success at level 2.0 content and level 3.0 content: name end punctuation
0.0	Even with help, no success

Standard(s): CCSS.ELA-LITERACY.L.K.2.B Recognize and name end punctuation.	
4.0	Students will be able to: <ul style="list-style-type: none"> Recognize, name and write end punctuation by analyzing various sentences
3.0	Students will be able to: <ul style="list-style-type: none"> Recognize and name end punctuation
2.0	Students will be able to: <ul style="list-style-type: none"> Recognize end punctuation

1.0	With help, partial success at level 2.0 content and level 3.0 content: name end punctuation
0.0	Even with help, no success

Standard(s): CCSS.ELA-LITERACY.L.K.2.C Write a letter or letters for most consonant and short-vowel sounds (phonemes).	
4.0	Students will be able to: <ul style="list-style-type: none"> • Write a letter or letters for most consonant and short-vowel sounds in many CVC words
3.0	Students will be able to: <ul style="list-style-type: none"> • Write a letter or letters for most consonant and short-vowel sounds using CVC pictures/elkonin boxes
2.0	Students will be able to: <ul style="list-style-type: none"> • Write a letter for most consonant and short-vowel sounds
1.0	With help, partial success at level 2.0 content and level 3.0 content: Write a letter for most consonant sounds
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	Refer to Additional Activities in Teachers Manual- PLC
Struggling Learners	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Starfall.com for letter/sound reinforcement Letter Bags Letter Mini Books
English Language Learners	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Letter Bags and Mini Books
Special Needs Learners	Double Dose Model for 5 days (see appendix) Intervention Placement Inventory Kinesthetic letters for touching and tracing, Letter Bags
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. Refer to letter chart during writers' workshop

Use sentence frames when forming sentences during writers' workshop

Alphabet books, Rhyming Books, Chica Chica Boom Boom

Integration of 21st Century Skills

Indicators:

- This is a component of our ELA block. See reading/writing for these connections. Starfall.com, ABCYA-K Letter activities

http://www.readingrockets.org/strategies/rhyming_games (Rhyming Games)

<http://teacher.scholastic.com/clifford1/flash/phonics/> (Beginning Sound Interactive Game)

<http://www.havefunteaching.com/activities/phonics-activities/beginning-sounds-activities> (Beginning Sound Activities)

Unit Title: Unit 2: Phonemic Awareness Skills

Unit Description:

Unit two will advance students from beginning phoneme awareness to more advanced phoneme awareness. Continue to reinforce phonemes in a word. Begin to have them focus on the middle sound, and blend, segment and manipulate the sounds.

Students will learn how to blend and read three-sound short vowel words-CVC words. Take note: the letters: f, l, m, n, r and s are easier to blend. Students will learn how to form upper case letters in ABC order as well as practice ABC order using Letter Boards and Letter Tiles.

Unit Duration: 4 Weeks

DesiredResults

Standard(s):

L.RF.K.1.D: Recognize and name all upper- and lowercase letters of the alphabet,

L.K.1.A Print many upper- and lowercase letters,

L.RF.K.2.D: Spell simple words phonetically, drawing on knowledge of sound-letter relationships. L..RF.K.2.E: Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Understandings:

Students will understand...

Phonemic awareness skills: blending, segmenting, and manipulation of sounds

Blending and reading three-sound short vowel words

Alphabetical order

Upper-Case formation

Essential Questions:

1. What are the sounds that letters represent and how can they blend together to make words?

2. What are rhyming words?

3. What are the sounds letters represent?

4. What are the beginning and ending sounds in words?

Assessment Evidence

Performance Tasks:

Unit 2 Assessment- TM 229

Other Evidence:

Student input using notebook or other dry erase boards

Teacher observations and data collection

Benchmarks:

Unit 2 Assessment

Ongoing K Snapshot

Learning Plan

Learning Activities:

Week 1:

Introduce New Concepts TM190- Teach Tapping to Read Words students will be able to tap out the word by listening to each sound in the word example: cat /c/ /a/ /t/

Drill sounds/Warm-Up-TM 190, 192, 194, 196, 198

Sky Write/ Letter Formation-TM 191 (choose 6 letters to review student choices)

Word Play- TM 192, 194, 196 (read reminder it discusses how you can weave vocabulary into the discussion), 198, Alphabetical Order TM 195, match letter tiles o the letter squares,

Make it Fun TM 197- Students will develop blending skills, TM 206- Rhyme, TM 216, TM 227- Students will practice letter formation of uppercase letters and to reinforce ABC order as well as letter sound correspondence

Week 2-3:

Introduce New Concepts TM190- Teach Tapping to Read Words students will be able to tap out the word by listening to each sound in the word example: cat /c/ /a/ /t/

Drill sounds/Warm-Up-TM 190, 192, 194, 196, 198

Sky Write/ Letter Formation-TM 191 (choose 6 letters to review student choices)

Word Play- TM 192, 194, 196 (read reminder it discusses how you can weave vocabulary into the discussion), 198, 200, 202, 204, 210 (change the initial consonant to any consonant to make words; change the vowel and final consonants to form new words), 212, 214, 220, 224, 228,

Alphabetical Order TM 209, 218, use magnetic tiles to place letters sequentially

Make it Fun TM 197- Students will develop blending skills, TM 206- Rhyme students will begin to manipulate sounds with rhyming patterns, TM 216 this activity will help develop blending skills

Echo/Letter Formation TM 193, 197, 201, 205, 207, 211, 213, 215, 217

Echo/Find Letters TM 195, 209, 219,

Week 4:

Introduce New Concepts TM190- Teach Tapping to Read Words students will be able to tap out the word by listening to each sound in the word example: cat /c/ /a/ /t/

Drill sounds/Warm-Up-TM 222, 224, 226, 228

Sky Write/ Letter Formation-TM 222 practice uppercase letters

Word Play- TM 224 use cards to make 6 unit words; make each word then say and tap each sound, TM 228 make 6 words students will tap each sound to create the word

Make it Fun TM 227- students will practice letter formation of uppercase letters and reinforce ABC order as well as letter sound correspondence.

Echo/Letter Formation TM 223 choose 3 sounds to practice uppercase letters

Echo/Find Letters TM 219

Resources: Echo/Baby Echo, Large sound cards, Standard sound cards, large writing grid, letter formation guide, Foundations Letter board and Tiles, student notebook, sentence frames, Unit Assessment (TM 229)

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

L..RF.K.1.D: Recognize and name all upper- and lowercase letters of the alphabet

4.0	Students will be able to: • Recognize and name all upper and lowercase letters of the alphabet and create a word that begins with each letter
3.0	Students will be able to: • Recognize and name all upper and lowercase letters of the alphabet
2.0	Students will be able to: • Recognize and name all lowercase letters of the alphabet
1.0	With help, partial success at level 2.0 content and level 3.0 content: students will be able to recognize all lowercase letters of the alphabet
0.0	Even with help, no success

Standard(s): CCSS.ELA-LITERACY.L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	
4.0	Students will be able to: <ul style="list-style-type: none"> • Apply concepts and spell simple and complex words phonetically, drawing on knowledge of sound letter relationships while creating a sentence
3.0	Students will be able to: <ul style="list-style-type: none"> • Spell simple words phonetically, drawing on knowledge of sound-letter relationships
2.0	Students will be able to: <ul style="list-style-type: none"> • Identify the spelling pattern and spell simple words phonetically, drawing on knowledge of sound letter relationships
1.0	With help, partial success at level 2.0 content and level 3.0 content: Spell simple words using pictures and letter clues for sound-letter relationship
0.0	Even with help, no success

Standard(s): L.RF.K.2.E:Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words (simple syllables that do not include final /l/, /m/, /n/, /r/, or /x/ sounds and consonant blends).Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	
4.0	Students will be able to: <ul style="list-style-type: none"> • Create new words by adding or substituting individual sounds (phonemes) in simple, one-syllable words
3.0	Students will be able to: <ul style="list-style-type: none"> • Construct new words by using tiles to add or substitute individual sounds in simple, one-syllable words
2.0	Students will be able to: <ul style="list-style-type: none"> • Show new words by using tiles to add or substitute individual sounds in simple, one-syllable words
1.0	With help, partial success at level 2.0 content and level 3.0 content: add or substitute individual sounds in simple, one-syllable words to make new words
0.0	Even with help, no success

Unit Modifications for Special Population Students

Advanced Learners	Refer to Additional Activities in Teachers Manual-PLC Have student tap words various words or encourage them to read words without tapping them out You can also challenge them by having them think of a word that means the opposite of the word or similar to the word.
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Struggling Learners	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Starfall.com for letter/sound reinforcement Use Elkonin boxes to help struggling students with blending sounds
English Language Learners	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory
Special Needs Learners	Double Dose Model for 5 days (see appendix) 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 21st Century Skills

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

Starfall.com, ABCYA-K Letter activities and Alphabetical order game

[http://www.havefunteaching.com/activities/phonics - activities/beginning -sounds - activities](http://www.havefunteaching.com/activities/phonics-activities/beginning-sounds-activities) (Beginning Sound Activities)

Unit Title: Unit 3: Phonemic Awareness skills, Long and Short vowel sounds, and High Frequency Word (trick word) knowledge

Unit Description:

Unit three will continue to teach students how to blend and read three sound words. CVC words are the focal point with a change in the initial, final and medial sounds to help create new words. In addition, students will also make and blend some non-words such as bez for decoding mastery. This unit will also encourage students to focus on the vowel sound in words to distinguish between the long and short vowel sounds. Students will segment and spell words. They will learn how to tap out the sounds in a word and find the letters corresponding to each tap in order to spell the word. Finally, teachers will introduce high frequency words for reading. These words are called “Trick Words” and should be memorized not tapped out.

Unit Duration: 6 Weeks

<p>Standard(s): L.RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words., L.RF.K.2.E Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words (simple syllables that do not include final /l/, /m/, /n/, /r/, or /x/ sounds and consonant blends).Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>C. Read high-frequency words and grade level irregular words with automaticity.</p>	
<p>Understandings: <i>Students will understand...</i> Phonemic awareness skills: blending, segmenting, and manipulation of sounds Blending sounds in nonsense CVC words Segmenting and spelling three-sound short vowel words Distinguish long and short vowel sounds High Frequency Words (Trick word) knowledge (the, a, and, are, to, is, his, as, has, was)</p>	<p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What are the sounds that letters represent and how can they blend together to make words? 2. What are the beginning, middle, and ending sounds in words? 3. What are some “tricky words” that need to be learned by sight? 4. How do you know the difference between long and short vowel sounds?
<p>Performance Tasks:</p> <p>Unit 3 Assessment</p>	<p>Other Evidence:</p> <p>Student input using notebook or other dry erase boards</p> <p>Teacher observations and data collection</p>
<p>Benchmarks</p> <p>Unit 3 Assessment</p> <p>Ongoing K Snapshot</p>	

Learning Plan
Learning Activities:

Week 1:

Drill Sounds/Warm-up- TM 236, 238, 240, 242, 244

Introduce new Concept- Review Tapping to read words and Teach tapping to spell TM 236, TM 241-

Teach word dictation

Echo/find letters and words- TM 237, 239, 241

Word Play- TM 238 (Listen for sounds TM 239), 240, 242, 244 Alphabetical

Order- TM 239 Make it fun- TM 243 Dictation- TM 243

Weeks 2-4

Drill Sounds/Warm-up- TM 246-274

Word Play- TM 246, 248, 252-258 TM 269 Listen for sounds

Alphabetical Order- TM 247, 257, 267,

Echo/Find Letter and Words TM 247-251, 257, 259, 261, 267, 269, 271

Echo/Letter Formation- TM 259, 269, 271

Teach Trick Words- TM 250- Introduce trick words, TM 260, TM 270 Dictation- TM 251, 253,

261, 263 Make it fun- TM 253, 263, 273

Trick Word Practice- TM 255, 265, 275

Week 5

Drill Sounds/Warm-up- TM 276-284 Word Play- TM 276, 278, 282, 284

Introduce new Concepts- TM 277- Students will learn something special about when to use Kk or when to use Cc at the beginning of a word

Echo/Find Letter and Words-TM 277, 279, 281, Echo/Letter Formation- TM 279,

Teach Trick Words- TM 280 introduce new trick words Dictation- TM 281, 283

Make it Fun- TM 283

Trick Word Practice – TM 285

Week 6

Drill Sounds/Warm-up- TM 286-294

Word Play- TM 286, 288 (Listen for sounds), 294 Alphabetical Order TM 287

Echo/Find Letter and Words- TM 287, 289 Echo/Letter Formation-TM 289, 291,

Teach Trick Words TM 290 Introduce new trick words Dictation- 291, 293

Make it fun- TM 293

Trick Word Practice TM 295

Resources: Echo/Baby Echo, Large sound cards, Standard sound cards, large writing grid, letter formation guide, student notebook, trick word flashcards, Unit test recording form

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

L..RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words

4.0

Students will be able to:

- Create words with digraph sounds and count, pronounce, blend and segment syllables in spoken words by connecting words with digraph sounds

3.0

Students will be able to:

- Count, pronounce, blend, and segment syllables in spoken words

2.0	Students will be able to: <ul style="list-style-type: none"> Count and pronounce syllables in spoken words and help blend and segment syllables in spoken words using word family sheets
1.0	With help, partial success at level 2.0 content and level 3.0 content: Count, pronounce, blend, and segment syllables in spoken words using letter clues
0.0	Even with help, no success

Standard(s): L.RF.K.2.E Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words (simple syllables that do not include final /l/, /m/, /n/, /r/, or /x/ sounds and consonant blends). Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	
4.0	Students will be able to: <ul style="list-style-type: none"> Add or substitute individual phonemes in simple and complex, one-syllable words to make new words
3.0	Students will be able to: <ul style="list-style-type: none"> Add or substitute individual phonemes in simple, one-syllable words to make new words
2.0	Students will be able to: <ul style="list-style-type: none"> Add or substitute individual phonemes in simple, one-syllable words to make new words; student can be shown various letter to guide their new word
1.0	With help, partial success at level 2.0 content and level 3.0 content: add or substitute individual phonemes in simple, one-syllable words to make new words
0.0	Even with help, no success

Standard(s): L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. B.Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	
4.0	Students will be able to: <ul style="list-style-type: none"> Analyze words to identify the missing vowel and link the long and short sounds with the common spellings for the five major vowels
3.0	Students will be able to: <ul style="list-style-type: none"> Link the long and short sounds with the common spellings for the five major vowels
2.0	Students will be able to: <ul style="list-style-type: none"> Link the short sounds with the common spellings for the five major vowels

1.0	With help, partial success at level 2.0 content and level 3.0 content: Link the long and short sounds with the common spellings for the five major vowels
0.0	Even with help, no success

Standard(s): L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. C. Read high-frequency words and grade level irregular words with automaticity.	
4.0	Students will be able to: <ul style="list-style-type: none"> • Read and write common high-frequency words by sight (Trick Words) and create a sentence using the trick words
3.0	Students will be able to: <ul style="list-style-type: none"> • Read common high-frequency words by sight
2.0	Students will be able to: <ul style="list-style-type: none"> • Read common high-frequency words by sight in small doses for example: 2 words at a time
1.0	With help, partial success at level 2.0 content and level 3.0 content: read common high-frequency words by sight
0.0	Even with help, no success

Unit Modifications for Special Population Students	
Advanced Learners	Refer to Additional Activities in Teachers Manual- PLC
Struggling Learners	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory ABCYA letter games
English Language Learners	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Vowel Bags and sight words legos
Special Needs Learners	Double Dose Model for 5 days (see appendix) Intervention Placement Inventory Kinesthetic letters for touching and tracing, vowel bags

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
<p>Indicators: * This is a component of our ELA block. See reading/writing for these connections. Using word wall and trick words during writer's workshop</p> <p>Exposure to sound charts during writer's workshop</p> <p>Reading A-Z books emphasizing vowel and sight words (decodable books)</p>

Integration of 21 Century Skills
<p>Indicators: * This is a component of our ELA block. See reading/writing for these connections. Starfall.com, ABCYA-K Letter activities</p> <p>Reading a-z activities</p>

Unit Title: Unit 4 - Digraphs
<p>Unit Description:</p> <p>Unit four will focus on the digraph sounds. Students will understand that the digraph sounds wh, ch, sh, th, and ck “stick together” to create one sound even though there are two letters. Teacher will enforce when tapping a word with a digraph sound the digraph only gets one tap. Example: math would be /m/ /a/ /th/. In this unit, there will be an emphasis on the th digraph. The teacher will teach the sound th as thumb and th as in this. The distinction is very subtle. Explain that the wh is only used at the beginning of words and ck is only used at the end of a word.</p> <p>Students will continue to learn additional high frequency words (we, she, he, be, me, I, you, they) and continue to review previously taught words.</p> <p>Finally, the teacher will emphasize the fluent reading of sentences using phrasing. Students will be able to hear the difference between a fluent and non-fluent sentence. Students will be exposed to “scooping” under sentences to help guide students.</p>
Unit Duration: 4 Weeks

Standard(s):

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

C. Read high-frequency words and grade level irregular words with automaticity.

CCSS.ELA-LITERACY.L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

CCSS.ELA-LITERACY.L.K.1.A Print many upper- and lowercase letters

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

L.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize the first word in a sentence and the pronoun I.

B. Recognize and name end punctuation.

L.RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

L.KL.K.3. With prompting and support, develop knowledge of language and its conventions when speaking and listening.

Use frequently occurring nouns and verbs.

Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).

Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

Produce and expand complete sentences in shared language activities.

Understandings:

Students will understand...

Phonemic segmentation

Concept of consonant digraph, keywords and sounds: wh, ch, sh, th, ck

Decoding three-sound words with digraphs

Spelling three-sound words with digraphs

Spelling of ck at end of words

Essential Questions:

1. What are the sounds that letters represent and how can they blend together to make words?
2. What are the digraph sounds and how are they isolated to form one sound?
3. What are some “tricky words” that need to be learned by sight?
4. What are some words that have ck at the end of them?

Performance Tasks: Unit 4 Assessment	Other Evidence: Student input using notebook or other dry erase boards Teacher observations and data collection Dictation activity
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Benchmarks: Unit 4 Assessment Ongoing K Snapshot

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LearningActivities:

Week 1:

Drill Sounds/Warm-up- TM 302- model extending the vowel sounds, 304, 306, 308, 310, 312
Introduce new Concept- Teach digraphs (wh, ch, sh, th, ck), teach how to mark the words and tap out the words with the digraph sounds. TM Teach spelling words with digraph sounds,
Echo/find letters and words- TM 309, 313

Teach trick words TM 305 introduce the trick words we, she and he, TM 309 trick word practice Word Play- TM 304 Make words for decoding, 306, 308 make nonsense words, 310, 312 Make it fun- TM 307 Digraph detectives (see variation activity)

Dictation- TM 309

Weeks 2

Drill Sounds/Warm-up- TM 314, 316, 318, 320

Word Play- TM 314, 316 read sentences for fluency modeling scooping into phrases, 318, 320 Echo/Find Letter and Words TM 313, 315, 319

Dictation- TM 317 Unit words students will be able to tap and spell unit words,

Make it fun- TM 317 Digraph detectives

Trick Word Practice- TM 319 Sentences

Week 3

Drill Sounds/Warm-up- TM 322, 324, 326, 328, 340

Word Play- TM 324 Make words for decoding and listen for sounds: students will be able to distinguish between the short and long a sound, TM 326 Make words for decoding and read sentences fluently, TM 328, 330 Introduce new Concepts- TM 322 Teach spelling of CK, explain that CK is used only at the end of a word Echo/Find Letter and Words- TM 323 encourage students to arrange their digraph letter tiles with ck last, TM 325 students will understand the various sounds of /k/

Echo/Letter Formation- TM 329

Teach Trick Words- TM 325 Introduce the trick words I and you and reinforce punctuation Dictation- TM 327, 329

Make it Fun- TM 326 sound a word

Trick Word Practice – TM 329

Story Time- TM 330 this activity encourages fluency and word mark-ups

Week 4

Drill Sounds/Warm-up- TM 332, 334, 336, 338, 340

Introduce New Concepts- TM 332,

Word Play- TM 334, 336, 338, 340

Alphabetical Order TM 287

Echo/Find Letter and Words- TM 335

Echo/Letter Formation- TM 339

Teach Trick Words TM 335 Teach trick words they and reinforce capitalization and punctuation Dictation- 337, 339

Make it fun- TM 337

Trick Word Practice TM 339

Resources: Echo/Baby Echo, Large sound cards, Standard sound cards, large writing grid, letter formation guide, student notebook, trick word flashcards, Unit test recording form

(Level 2.0 reflects a minimal level of proficiency)

Standard(s):

L.RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words

4.0	Students will be able to: <ul style="list-style-type: none">• Create words with digraph sounds and count, pronounce, blend and segment syllables in spoken words by connecting words with digraph sounds: hear the sounds and identify the correct digraph
3.0	Students will be able to: <ul style="list-style-type: none">• Count, pronounce, blend, and segment syllables in spoken words using magnetic letter tiles
2.0	Students will be able to: <ul style="list-style-type: none">• Count and pronounce syllables in spoken words and help blend and segment syllables in spoken words using word family sheets
1.0	With help, partial success at level 2.0 content and level 3.0 content: Count, pronounce, blend, and segment syllables in spoken words using letter clues
0.0	Even with help, no success

Standard(s):

L.RF.K.2.E Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words (simple syllables that do not include final /l/, /m/, /n/, /r/, or /x/ sounds and consonant blends). Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

4.0	Students will be able to: <ul style="list-style-type: none">• Add or substitute individual phonemes in simple and complex, one-syllable words to make new words
3.0	Students will be able to: <ul style="list-style-type: none">• Add or substitute individual phonemes in simple, one-syllable words to make new words
2.0	Students will be able to: <ul style="list-style-type: none">• Add or substitute individual phonemes in simple, one-syllable words to make new words; student can be shown various letter to guide their new word
1.0	With help, partial success at level 2.0 content and level 3.0 content: add or substitute individual phonemes in simple, one-syllable words to make new words
0.0	Even with help, no success

Standard(s):

L.RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

4.0	Students will be able to: <ul style="list-style-type: none">Analyze words to identify the missing vowel and link the long and short sounds with the common spellings for the five major vowels
3.0	Students will be able to: <ul style="list-style-type: none">Link the long and short sounds with the common spellings for the five major vowels
2.0	Students will be able to: <ul style="list-style-type: none">Link the short sounds with the common spellings for the five major vowels
1.0	With help, partial success at level 2.0 content and level 3.0 content: Link the long and short sounds with the common spellings for the five major vowels
0.0	Even with help, no success

Standard(s):

L.RF.K.3.C Read high-frequency words and grade level irregular words with automaticity.

4.0	Students will be able to: <ul style="list-style-type: none">Read and write common high-frequency words by sight (Trick Words) and create a sentence using the trick words
3.0	Students will be able to: <ul style="list-style-type: none">Read common high-frequency words by sight
2.0	Students will be able to: <ul style="list-style-type: none">Read common high-frequency words by sight in small doses for example: 2 words at a time
1.0	With help, partial success at level 2.0 content and level 3.0 content: read common high-frequency words by sight
0.0	Even with help, no success

Standard(s):

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

Students will be able to:

- Read and examine short stories with purpose and understanding by reading it with fluency- students will be able to record their reading on i-pads to develop fluency while scooping sentences to read in short phrases

Students will be able to: • Read short stories with purpose and understanding assessing their fluency through scooping and recording	
Students will be able to: • Read short stories with purpose and understanding	
With help, partial success at level 2.0 content and level 3.0 content: read short stories with purpose and understanding through choral reading	
Even with help, no success	

Unit Modifications for Special Population Students	
Advanced Learners	Refer to Additional Activities in Teachers Manual- PLC
Struggling Learners	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory ABCYA letter games
English Language Learners	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Vowel Bags and sight words legos
Special Needs Learners	Double Dose Model for 5 days (see appendix) Intervention Placement Inventory Kinesthetic letters for touching and tracing, vowel bags
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
<p>Indicators: Indicators: * This is a component of our ELA block. See reading/writing for these connections.</p> <p>Reading A-Z books emphasizing fluency and sight word knowledge Refer to letter charts during writer's workshop Apply scooping when reading in small groups to help with fluency and comprehension</p>

Integration of 21st Century Skills

Indicators: Indicators: * This is a component of our ELA block. See reading/writing for these connections.
Pebble Go and Epic Books
i-pad use through recording and listening
Reading a-z activities

Unit Title: Unit 5 – Sentence Structure	
Unit Description: Unit five will reinforce sentence structure. Students will be able to not only read short sentences but also write sentences from dictation. Students will continue to paraphrase sentences to encourage fluency. Finally, students will learn how to proofread sentences to check for capitalization, punctuation, and spelling. Students will also learn additional “trick words.”	
Unit Duration: 6 Weeks	
Desired Results	
Standard(s): L.RF.K.3.C Read high-frequency words and grade level irregular words with automaticity. CCSS.ELA-LITERACY.L.K.2.D Spell simple words phonetically, drawing on knowledge of sound-letter relationships. L.RF.K.4 Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension. L.RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words. L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Capitalize the first word in a sentence and the pronoun I. B. Recognize and name end punctuation.	
Understandings: Students will understand... Sentence Structure Proofreading sentences	Essential Questions: 1. What are complete sentences? 2. What are some “tricky words” that need to be learned by sight? 3. How do you proofread?
Assessment Evidence	
PerformanceTasks: Unit 5 Assessment	Other Evidence: Student input using notebook or other dry erase boards Teacher observations and data collection Dictation activity
Benchmarks: Unit 5 Assessment	

Learning Plan

Learning Activities:

Week 1:

Drill Sounds/Warm-up- TM 348, 350, 352, 354, 356

Introduce new Concept- Teach digraphs (wh, ch, sh, th, ck), teach how to mark the words and tap out the words with the digraph sounds. TM Teach spelling words with digraph sounds,

Echo/find letters and words- TM 309, 313

Teach trick words TM 305 introduce the trick words we, she and he, TM 309 trick word practice Word Play- TM 304

Make words for decoding, 306, 308 make nonsense words, 310, 312

Make it fun- TM 307 Digraph detectives (see variation activity)

Dictation- TM 309

Weeks 2

Drill Sounds/Warm-up- TM 314, 316, 318, 320

Word Play- TM 314, 316 read sentences for fluency modeling scooping into phrases, 318, 320 Echo/Find Letter and Words TM 313, 315, 319

Dictation- TM 317 Unit words students will be able to tap and spell unit words,

Make it fun- TM 317 Digraph detectives

Trick Word Practice- TM 319 Sentences

Week 3

Drill Sounds/Warm-up- TM 322, 324, 326, 328, 340

Word Play- TM 324 Make words for decoding and listen for sounds: students will be able to distinguish between the short and long a sound, TM 326 Make words for decoding and read sentences fluently, TM 328, 330 Introduce new Concepts- TM 322 Teach spelling of CK, explain that CK is used only at the end of a word Echo/Find Letter and Words- TM 323 encourage students to arrange their digraph letter tiles with ck last, TM 325 students will understand the various sounds of /k/

Echo/Letter Formation- TM 329

Teach Trick Words- TM 325 Introduce the trick words I and you and reinforce punctuation Dictation- TM 327, 329

Make it Fun- TM 326 sound a word

Trick Word Practice – TM 329

Story Time- TM 330 this activity encourages fluency and word mark-ups

Week 4

Drill Sounds/Warm-up- TM 332, 334, 336, 338, 340 Introduce

New Concepts- TM 332,

Word Play- TM 334, 336, 338, 340

Alphabetical Order TM 287 Echo/Find

Letter and Words- TM 335 Echo/Letter

Formation- TM 339

Teach Trick Words TM 335 Teach trick words they and reinforce capitalization and punctuation Dictation- 337, 339

Make it fun- TM 337

Trick Word Practice TM 339

Week 5

Week 6

Resources: Echo/Baby Echo, Large sound cards, Standard sound cards, large writing grid, letter formation guide, student notebook, trick word flashcards, Unit test recording form

Unit Learning Goal and Scale

(Level 2.0 reflects a minimal level of proficiency)

Standard(s): L..RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words	
4.0	Students will be able to: <ul style="list-style-type: none"> • Create words with digraph sounds and count, pronounce, blend and segment syllables in spoken words by connecting words with digraph sounds: hear the sounds and identify the correct digraph
3.0	Students will be able to: <ul style="list-style-type: none"> • Count, pronounce, blend, and segment syllables in spoken words using magnetic letter tiles
2.0	Students will be able to: <ul style="list-style-type: none"> • Count and pronounce syllables in spoken words and help blend and segment syllables in spoken words using word family sheets
1.0	With help, partial success at level 2.0 content and level 3.0 content: Count, pronounce, blend, and segment syllables in spoken words using letter clues
0.0	Even with help, no success

Standard(s): L.RF.K.2.E Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words (simple syllables that do not include final /l/, /m/, /n/, /r/, or /x/ sounds and consonant blends).Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	
4.0	Students will be able to: <ul style="list-style-type: none"> • Add or substitute individual phonemes in simple and complex, one-syllable words to make new words
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Standard(s): L..RF.K.3.B Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	
4.0	Students will be able to: <ul style="list-style-type: none"> • Analyze words to identify the missing vowel and link the long and short sounds with the common spellings for the five major vowels
3.0	Students will be able to: <ul style="list-style-type: none"> • Link the long and short sounds with the common spellings for the five major vowels
2.0	Students will be able to:

	• Link the short sounds with the common spellings for the five major vowels
1.0	With help, partial success at level 2.0 content and level 3.0 content: Link the long and short sounds with the common spellings for the five major vowels
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Standard(s): L..RF.K.3.C Read high-frequency words and grade level irregular words with automaticity.	
4.0	Students will be able to: • Read and write common high-frequency words by sight (Trick Words) and create a sentence using the trick words
3.0	Students will be able to: • Read common high-frequency words by sight
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1.0	With help, partial success at level 2.0 content and level 3.0 content: read common high-frequency words by sight
0.0	Even with help, no success

Standard(s): L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.	
4.0	Students will be able to: • Read and examine short stories with purpose and understanding by reading it with fluency- students will be able to record their reading on i-pads to develop fluency while scooping sentences to read in short phrases
3.0	Students will be able to: • Read short stories with purpose and understanding assessing their fluency through scooping and recording
2.0	Students will be able to: • Read short stories with purpose and understanding
1.0	With help, partial success at level 2.0 content and level 3.0 content: read short stories with purpose and understanding through choral reading
0.0	Even with help, no success

Unit Modifications for Special Population Students

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	Intervention Placement Inventory ABCYA letter games
English Language Learners	Double Dose Model for 3 days (see appendix) Intervention Placement Inventory Vowel Bags and sight words legos
Special Needs Learners	Double Dose Model for 5 days (see appendix) Intervention Placement Inventory Kinesthetic letters for touching and tracing, vowel bags
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.
 Reading A-Z books emphasizing fluency and sight word knowledge Refer to letter charts during writers' workshop
 Apply scooping when reading in small groups to help with fluency and comprehension

Integration of 21st Century Skills

Indicators: * This is a component of our ELA block. See reading/writing for these connections.
 Pebble Go and Epic Books
 i-pad use through recording and listening.
 Reading a-z activities