



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.

Course Title:	Foundations / Foundational Skills					
Grade Level(s):	Second Grade					
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, fluency, vocabulary, handwriting, and spelling. Foundations focuses on the gradual release of responsibility method which encourages a goal of independence.					
Grading Procedures:	Foundations includes unit assessments. Students who do not demonstrate 80% proficiency should be included in reteaching and review opportunities so that these foundational skills may be met.					
Primary Resources:	Foundations high frequency cards, letter boards, titles, white boards, posters, Echo the Owl. Heggerty Resources , Amira Resources, and other early literacy tools are used for ongoing review and support.					

Washington Township Principles for Effective Teaching and Learning

- 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:	ELA Committee
Under the Direction of:	Samantha Dulude

Written: August 2014

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BOE Approval: _____

Unit Title: 1 <u>Digraphs and Blends</u>	
Unit Description: Unit 1 reviews some of the concepts, sounds, and spelling rules taught in Foundations Level 1, including digraphs sh, th, ch, ck, and wh. You will also review the definition of a digraph and the difference between a digraph and a blend. Students will review the concept of digraph blends such as in the word <i>bunch</i> . The spelling of the /k/ sound will be taught and how to determine when to use each spelling option. Lastly, you will review the Closed Syllable type.	
Unit Duration: Two (2) Weeks	
Desired Results	
Standard(s): RF 2.3 a, e, f, RF 2.4a,b,c, L2.2d, L2.1f, SL2.6	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • Word analysis and decoding skills are foundational for success as a reader. • Letter and letter combinations represent sounds • Fluent Readers' group words together quickly to help them gain meaning from what they read • Fluent readers accurately process print with expression at an appropriate rate 	Essential Questions: <ul style="list-style-type: none"> • How do sounds and letters create words? • When a word doesn't make sense, what can I do? • What do good readers do? • Why does fluency matter?
Assessment Evidence	
Performance Tasks: Unit 1 Assessment	Other Evidence: Mid Unit check point Student input using notebook or other (e.g., dry erase boards) Teacher observations and data collection
Benchmarks: Unit 1 Benchmark, Teacher Observation during dictation practice, Day 5 Check Ups, Running Records, Oral reading through Amira, DRA, DSA	
Learning Plan	
Learning Activities and Resources: Weeks 1-2 Below:	

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

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

Unit Modifications for Special Population Students

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 21st Century Skills

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

Unit Title: 2 <u>Bonus Letter and Welded Sounds (Glued Sounds)</u>	
Unit Description: In this Unit, you will review the ff, ll, ss bonus letter rule. You will also reteach the “glued” or welded sounds: all, am, an, ang, ing, ong, ung, ank, ink, onk, unk. You will begin to introducing the keywords-sounds of selected vowel teams using the Vowel Teams Poster	
Unit Duration: Two (2) weeks	
Desired Results	
Standard(s): RF 2.3a,e,f, RF2.4 a,b, RF	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • Word analysis and decoding skills are foundational for success as a reader. • Letter and letter combinations represent sounds • Fluent Readers’ group words together quickly to help them gain meaning from what they read • Fluent readers accurately process print with expression at an appropriate rate 	Essential Questions: <ul style="list-style-type: none"> • How do sounds and letters create words? • When a word doesn’t make sense, what can I do? • What do good readers do? • Why does fluency matter?
Assessment Evidence	
Performance Tasks: Unit 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 1-2 (See below)	

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

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources
Week 2			Drill Level 1 Trick Words using Trick Word Flashcards	TM pages 91-93
	Review other “Glued” sounds.		Dictation	TM page 91
			Drill Sounds	TM page 85
			Explain that /n/ and /m/ are nasal sounds.	
			Introduce Vowel Teams Poster and keywords for <u>ee</u> , <u>ea</u> and ay. Dictate and build words with Standard Sound Cards as well as Magnetic Tile Boards. Dictation Additional Activities: Word of the Day Make it <u>Fun</u> Word Talk Storytime Blank Tile Game Make a Movie	TM pages 91-93

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

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Unit Title: 3 <u>Closed Syllable Exception</u>	
Unit Description: In Unit 3, you will teach the exception to the closed syllable type. These exceptions are taught as “glued” or Welded Sounds. The exception are: ild, ind, old, olt, and ost.	
Unit Duration: One (1) Week	
Desired Results	
Standard(s): RF2.3 a, e, f, RF 2.4 a,b,c , L.2.2d, L1.1a, L.2.1f	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • Word analysis and decoding skills are foundational for success as a reader. • Letter and letter combinations represent sounds • Fluent Readers’ group words together quickly to help them gain meaning from what they read • Fluent readers accurately process print with expression at an appropriate rate 	Essential Questions: <ul style="list-style-type: none"> • How do sounds and letters create words? • When a word doesn’t make sense, what can I do? • What do good readers do? • Why does fluency matter?
Assessment Evidence	
Performance Tasks: Unit 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 1below.	

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

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

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Integration of 21st Century Skills

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Unit Title: 4 <u>Suffixes</u>	
Unit Description: Unit 4 reviews the suffixes –s, -es, -ed, and –ing learned in Foundations Level 1. You will introduce the suffixes-est and –er, as well as two additional sounds of – ed, /d/, and /t/.	
Unit Duration: Two (2) weeks	
Desired Results	
Standard(s): RF.2.3 b,d,e,f, RF.2.4 a, L.2.1f, S.L.2.6	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • Word analysis and decoding skills are foundational for success as a reader. • Letter and letter combinations represent sounds • Fluent Readers’ group words together quickly to help them gain meaning from what they read • Fluent readers accurately process print with expression at an appropriate rate 	Essential Questions: <ul style="list-style-type: none"> • How do sounds and letters create words? • When a word doesn’t make sense, what can I do? • What do good readers do? • Why does fluency matter?
Assessment Evidence	
Performance Tasks: Unit 4Test	Other Evidence: Mid Unit check point Student input using notebook or other (e.g., dry erase boards) Teacher observations and data collection
Benchmarks: Unit 4 Benchmark, Teacher Observation during dictation practice, Day 5 Check Ups, Running Records, Oral reading through Amira, DRA, DSA	
Learning Plan	
Learning Activities and Resources: See Weeks 1-2 below:	

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

<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	<p>Teach additional sounds for suffix –ed. (/ed/, /t/, /id/)</p> <p>Introduce Letter-Keyword-Sound for ou, oo, ue, ew.</p> <p>Introduce new Trick Words: here, use, used.</p>		<p>Build the word <i>rented</i>. Ask students what does the suffix say. Tell students suffix –ed can also say /t/ and /id/. Build words.</p> <p>Teach Letter-Keyword-Sound for ou, oo, ue, ew. Continue to review during the drill sound activity</p> <p>Dictate and build words with Standard Sound Cards as well as Magnetic Tile Boards.</p> <p>Dictation</p> <p>Additional Activities: Word of the Day Make it Fun Word Talk Storytime Blank Tile Game Make a Movie</p>	

Unit Modifications for Special Population Students

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 21st Century Skills

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Unit Title: 5 - <u>Multisyllabic Words</u>	
Unit Description: The focus of Unit 5 changes from sounds to syllables. Review how to read and spell multisyllabic words. In this unit, you will review the procedures for segmenting or dividing words into syllables. When dividing between closed syllables, students will learn to keep the first syllable closed by keeping the consonant after the first vowel with the first syllable.	
Unit Duration: Two (2) Weeks	
Desired Results	
Standard(s): RF2.3 b,c,e,f, RF 2.4 a,b,c, L2.1f, L2.2 d,e, SL.2.6	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> Word analysis and decoding skills are foundational for success as a reader. Letter and letter combinations represent sounds Fluent Readers' group words together quickly to help them gain meaning from what they read Fluent readers accurately process print with expression at an appropriate rate 	Essential Questions: <ul style="list-style-type: none"> How do sounds and letters create words? When a word doesn't make sense, what can I do? What do good readers do? Why does fluency matter?
Assessment Evidence	
Performance Tasks: Unit 5 Test	Other Evidence: Mid Unit check point Student input using notebook or other (e.g., dry erase boards) Teacher observations and data collection
Benchmarks: Unit 5 Benchmark, Teacher Observation during dictation practice, Day 5 Check Ups, Running Records, Oral reading through Amira, DRA, DSA	
Learning Plan	
Learning Activities and Resources: See Weeks 1-2 below:	

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

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & <u>Interdisciplinary Connections</u>	<u>Instructional Resources</u>
Week 2	Teach new suffixes: ful, less, ment, ness, ish, en, and able.		<p>Introduce new suffix endings; ful, less, ment, ness, ish, en, and able. Build basewords and add suffix frames when appropriate.</p> <p>Dictate and build words with Standard Sound Cards as well as Magnetic Tile Boards.</p> <p>Dictation</p> <p>Additional Activities: Word of the Day Make it Fun Word Talk Storytime Blank Tile Game Make a Movie</p>	

Unit Modifications for Special Population Students

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

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Unit Title: 6 <u>Vowel-Consonant-e</u>	
Unit Description: In Unit 6, students will review Vowel-Consonant-e that they were taught in Foundations Level 1. Review the two long u sounds as in <i>mule</i> and <i>tube</i> . Also, you can teach that s can say /z/ when it is between two vowels as in the word <i>nose</i> . Students will learn an exception to the vowel-consonant-e syllable. This exception, -ive can also be a suffix. It is pronounced with a short I sound, instead of the expected long sound.	
Unit Duration: Two (2) Weeks	
Desired Results	
Standard(s): RF2.3 a b,c,e,f, RF 2.4 a,b,c, L2.1f, L2.2 d,e, SL.2.6	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • Word analysis and decoding skills are foundational for success as a reader. • Letter and letter combinations represent sounds • Fluent Readers' group words together quickly to help them gain meaning from what they read • Fluent readers accurately process print with expression at an appropriate rate 	Essential Questions: <ul style="list-style-type: none"> • How do sounds and letters create words? • When a word doesn't make sense, what can I do? • What do good readers do? • Why does fluency matter?
Assessment Evidence	
Performance Tasks: Unit 6 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 6 Benchmark, Teacher Observation during dictation practice, Day 5 Check Ups, Running Records, Oral reading through Amira, DRA, DSA	
Learning Plan	
Learning Activities and Resources: See Weeks 1-2 below:	

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

Topics/Concepts (Incl. time / # days per topic)	Critical Content (Students Will Know:)	Skill Objectives (Students Will Be Able To:)	Instructional/Learning Activities & Interdisciplinary Connections	Instructional Resources
Week 2	<p>Introduce <u>new</u> Trick Words: right, place, together.</p> <p>Introduce vowel-consonant-e exception; -ive.</p>		<p>Teaching reading of two-syllable words with V-E syllables.</p> <p>Teach vowel-consonant-e exception; -ive. Introduce keyword word <i>give-ive</i>. Then, teach -ive as a suffix.</p> <p>Dictate and build words with Standard Sound Cards as well as Magnetic Tile Boards.</p> <p>Dictation</p> <p>Additional Activities: Word of the Day Make it <u>Fun</u> Word Talk Storytime Blank Tile Game Make a Movie</p>	

Unit Modifications for Special Population Students

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 21st Century Skills

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

Unit Title: 7 <u>Open Syllable</u>	
Unit Description: In Unit 7, you will introduce for the first time Open Syllables. Students will learn to combine an open syllable with closed and vowel-consonant- syllables. Students will also learn that y often works as a vowel in open syllables saying the long i sound at the end of a one syllable word and the long e sound at the end of a two syllable word. You will also explain that y can be a vowel suffix and that it say \s the long e sound. They will learn –ly and –ty suffixes.	
Unit Duration: Two (2) Weeks	
Desired Results	
Standard(s): RF2.3 a b,c,e,f, RF 2.4 a,b,c, L2.1f, L2.1f, L2.2 d,e, SL.2.6	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • Word analysis and decoding skills are foundational for success as a reader. • Letter and letter combinations represent sounds • Fluent Readers’ group words together quickly to help them gain meaning from what they read • Fluent readers accurately process print with expression at an appropriate rate 	Essential Questions: <ul style="list-style-type: none"> • How do sounds and letters create words? • When a word doesn’t make sense, what can I do? • What do good readers do? • Why does fluency matter?
Assessment Evidence	
Performance Tasks: Unit 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 Weeks 1-2 below:	

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

Unit Modifications for Special Population Students

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 21st Century Skills

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

Unit Title: 8 <u>R-Controlled Syllable (ar and or)</u>	
Unit Description: In this unit, you will introduce the R-Controlled Syllable. This syllable contains a single vowel followed by an r. The vowel is neither long nor short; it is controlled by the r. It can be combined with other syllable types to make a multisyllabic word. In Unit 8, students will focus on the –ar and –or sounds.	
Unit Duration: Two (2) Weeks	
Desired Results	
Standard(s): RF2.3 b,c,e,f, RF 2.4 a,b,c, L2.1f, L2.1f, L2.2 d,e, SL.2.6	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • Word analysis and decoding skills are foundational for success as a reader. • Letter and letter combinations represent sounds • Fluent Readers' group words together quickly to help them gain meaning from what they read • Fluent readers accurately process print with expression at an appropriate rate 	Essential Questions: <ul style="list-style-type: none"> • How do sounds and letters create words? • When a word doesn't make sense, what can I do? • What do good readers do? • Why does fluency matter?
Assessment Evidence	
Performance Tasks: Unit 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 1-2 Below:	

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

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

Unit Modifications for Special Population Students

Advanced Learners	Refer to Additional Activities in Teachers Manual- *Make It Fun *Story Time *Word of the Day * Word Talk
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 21st Century Skills

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

Unit Title: 9 <u>R-Controlled (er, ir, ur)</u>	
Unit Description: In this unit, you will introduce the R-Controlled Syllable. This syllable contains a single vowel followed by an r. The vowel is neither long nor short; it is controlled by the r. It can be combined with other syllable types to make a multisyllabic word. In Unit 8, students will focus on the er, ir, and ur sounds.	
Unit Duration: Two(2) Weeks	
Desired Results	
Standard(s): RF2.3 b,c,e,f, RF 2.4 a,b,c, L2.1f, L2.2 d,e, SL.2.6	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • Word analysis and decoding skills are foundational for success as a reader. • Letter and letter combinations represent sounds • Fluent Readers' group words together quickly to help them gain meaning from what they read • Fluent readers accurately process print with expression at an appropriate rate 	Essential Questions: <ul style="list-style-type: none"> • How do sounds and letters create words? • When a word doesn't make sense, what can I do? • What do good readers do? • Why does fluency matter?
Assessment Evidence	
Performance Tasks: Unit 9 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 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: See Weeks 1-2 below:	

<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & Interdisciplinary Connections	<u>Instructional Resources</u>
Unit 9 R-Controlled Syllable (er, ir, ur) Week 1	Introduce R-Controlled sounds (er, ir, ur). Teach the /er/ spelling. Introduce new Trick Words: picture, learn, earth	Distinguish short vowels when reading and spelling regularly spelled one-syllable words. Decode regularly spelled two-syllable words with long vowels. Identify words with common spelling sounds correspondences. Recognize and read grade-appropriate irregularly spelled words.	Drill Sound Activity Show large sounds cards for er, ir and ur and drill the sounds. Teach spelling for the /er/ sound. Say the word <i>first</i> . Tap out and using sounds cards spell the word leaving the /er/ sound blank. Replace using the er, ir and ur. Ask students which one they recognize. Also, introduce using dictionary to find out which spelling is correct. Review marking for the r-controlled syllable. Teach spelling by dictating words and have students locate corresponding letter tiles on their letter boards.	TM pages 196-209 Standard Sound Cards Magnetic Tile Boards White Frame Cards Suffix Frame Cards Baby Echo Trick Word Flash Cards
		Produce complete sentences when appropriate to the task.		
		Introduce sounds correspondence for additional common vowel teams.		
<u>Topics/Concepts</u> (Incl. time / # days per topic)	<u>Critical Content</u> (Students Will Know:)	<u>Skill Objectives</u> (Students Will Be Able To:)	<u>Instructional/Learning Activities</u> & Interdisciplinary Connections	<u>Instructional Resources</u>
Week 2	Introduce combining r-controlled syllables with other syllable types.		Teach combining r-controlled syllables with other syllable types. Using syllable frames build the word army, placing one syllable on each frame. Teach syllable division using sound cards. Dictate and build words with Standard Sound Cards as well as Magnetic Tile Boards. Dictation Additional Activities: Word of the Day Make it <u>Fun</u> Word Talk Storytime Blank Tile Game Make a Movie	

Unit Modifications for Special Population Students

Advanced Learners	Refer to Additional Activities in Teachers Manual- *Make It Fun *Story Time *Word of the Day * Word Talk
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 21st Century Skills

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

Unit Title: 10 <u>Double Vowel Syllable (-ai and -ay) (Vowel Digraph)</u>	
Unit Description: Throughout the year thus far, students have practiced vowel digraphs and diphthongs on the Vowel Teams Poster. Unit 10 introduces a new syllable type, double vowel syllable. This syllable contains vowel digraph or diphthong. It is not necessary that the students know the difference between vowel digraph or diphthong. Refer to the syllable as Double Vowel or “D” syllable. In this unit, you will instruct students to read and spell words with ai and ay, using the spelling option procedure to spell words with the long a sound.	
Unit Duration: Two (2) Weeks	
Desired Results	
Standard(s): RF2.3 b,c,e,f, RF 2.4 a,b,c, L2.1f, L2.2 d,e, SL.2.6	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • Word analysis and decoding skills are foundational for success as a reader. • Letter and letter combinations represent sounds • Fluent Readers’ group words together quickly to help them gain meaning from what they read • Fluent readers accurately process print with expression at an appropriate rate 	Essential Questions: <ul style="list-style-type: none"> • How do sounds and letters create words? • When a word doesn’t make sense, what can I do? • What do good readers do? • Why does fluency matter?
Assessment Evidence	
Performance Tasks: Unit 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	
Learning Plan	
Learning Activities and Resources: See Weeks 1-2 below:	

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

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

Unit Modifications for Special Population Students

Advanced Learners	Refer to Additional Activities in Teachers Manual- *Make It Fun *Story Time *Word of the Day * Word Talk
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 21st Century Skills

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

Unit Title: 11 <u>Double Vowel Syllable (-ee, -ea, and -ey) (Vowel Digraph)</u>	
Unit Description: Throughout the year thus far, students have practiced vowel digraphs and diphthongs on the Vowel Teams Poster. This syllable contains vowel digraph or diphthong. It is not necessary that the students know the difference between vowel digraph or diphthong. Refer to the syllable as Double Vowel or “D” syllable. In this unit, you will instruct students to read and spell words with ee, ea, and ey, using the spelling option procedure to spell words with the long e sound.	
Unit Duration: Two (2) Weeks	
Desired Results	
Standard(s): RF2.3 b,c,e,f, RF 2.4 a,b,c, L2.1f, L2.2 d,e, SL.2.6	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • Word analysis and decoding skills are foundational for success as a reader. • Letter and letter combinations represent sounds • Fluent Readers’ group words together quickly to help them gain meaning from what they read • Fluent readers accurately process print with expression at an appropriate rate 	Essential Questions: <ul style="list-style-type: none"> • How do sounds and letters create words? • When a word doesn’t make sense, what can I do? • What do good readers do? • Why does fluency matter?
Assessment Evidence	
Performance Tasks: Unit 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 1-2 below:	

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

Unit Modifications for Special Population Students

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 21st Century Skills

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

Unit Title: 12 <u>Double Vowel Syllable (-oi and –oy) (Vowel Diphthong)</u>	
Unit Description: Throughout the year thus far, students have practiced vowel diagraphs and diphthongs on the Vowel Teams Poster. This syllable contains vowel diagraph or diphthong. It is not necessary that the students know the difference between vowel diagraph or diphthong. Refer to the syllable as Double Vowel or “D” syllable. In this unit, you will instruct students to read and spell words with oi, and oy, using the spelling option procedure to spell words with the long a sound.	
Unit Duration: Two (2) Weeks	
Desired Results	
Standard(s): RF2.3 b,c,e,f, RF 2.4 a,b,c, L2.1f, L2.2 d,e, SL.2.6	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> Word analysis and decoding skills are foundational for success as a reader. Letter and letter combinations represent sounds Fluent Readers’ group words together quickly to help them gain meaning from what they read Fluent readers accurately process print with expression at an appropriate rate 	Essential Questions: <ul style="list-style-type: none"> How do sounds and letters create words? When a word doesn’t make sense, what can I do? What do good readers do? Why does fluency matter?
Assessment Evidence	
Performance Tasks: Unit 12 Test	Other Evidence: Mid Unit check point Student input using notebook or other (e.g., dry erase boards) Teacher observations and data collection
Benchmarks: Unit 12 Benchmark, Teacher Observation during dictation practice, Day 5 Check Ups, Running Records, Oral reading through Amira, DRA, DSA	
Learning Plan	
Learning Activities and Resources: See Week 1-2 Below:	

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

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

Unit Modifications for Special Population Students

Advanced Learners	Refer to Additional Activities in Teachers Manual- *Make It Fun *Story Time *Word of the Day * Word Talk
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 21st Century Skills

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

Unit Title: 13 <u>Double Vowel Syllable (-oa, -oe, and –ow) (Vowel Digraph)</u>	
Unit Description: Throughout the year thus far, students have practiced vowel digraphs and diphthongs on the Vowel Teams Poster. This syllable contains vowel digraph or diphthong. It is not necessary that the students know the difference between vowel digraph or diphthong. Refer to the syllable as Double Vowel or “D” syllable. In this unit, you will instruct students to read and spell words with oa, -oe, and –ow, using the spelling option procedure to spell words with the long a sound.	
Unit Duration: Two(2) Weeks	
Desired Results	
Standard(s): RF2.3 b,c,e,f, RF 2.4 a,b,c, L2.1f, L2.2 d,e, SL.2.6	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • Word analysis and decoding skills are foundational for success as a reader. • Letter and letter combinations represent sounds • Fluent Readers’ group words together quickly to help them gain meaning from what they read • Fluent readers accurately process print with expression at an appropriate rate 	Essential Questions: <ul style="list-style-type: none"> • How do sounds and letters create words? • When a word doesn’t make sense, what can I do? • What do good readers do? • Why does fluency matter?
Assessment Evidence	
Performance Tasks: Unit 13 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 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
Unit 13 Double Vowel Syllable (-oa, -oe, and -oy) (Vowel Diagram) Week 1	Introduce sounds oa, oe and ow Review homophones. Introduce new Trick Words: Monday, Tuesday, cousin.	Distinguish short vowels when reading and spelling regularly spelled one-syllable words. Decode regularly spelled two-syllable words with long vowels. Identify words with common spelling sounds correspondences.	Drill Sound Activity Show large sound cards for oa, oe, and ow drill the sounds. Review double vowel syllable type by building words <i>boat</i> , <i>toe</i> and <i>snow</i> . Two vowels together make one sound, and it is called the double vowel syllable. Review marking of double vowel syllable by circling the double vowel. Teach spelling for long o.	TM pages 256-270 Standard Sound Cards Large Sound Cards Magnetic Tile Boards White Frame Cards Suffix Frame Cards Baby Echo Trick Word Flash Cards
		Recognize and read grade-appropriate irregularly spelled words.	Review homophones. Build the words toe/tow.	
		Produce complete sentences when appropriate to the task.	Teach spelling by dictating words and have students locate corresponding letter tiles on their letter boards.	
		Introduce sounds correspondence for additional common vowel teams.		

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

Unit Modifications for Special Population Students

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 21st Century Skills

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

Unit Title: 14 <u>Double Vowel Syllable (-ou, -and -ow) (Vowel Diphthong)</u>	
Unit Description: In Unit 14, you will teach students how to read and spell words with the vowel teams ou and oa that say /ou/. You will explain that some double vowels have more than one pronunciation. You will instruct students to try both pronunciations when determining how to read a word and choose the one that makes a real word	
Unit Duration: Two(2) Weeks	
Desired Results	
Standard(s): RF2.3 b,c,e,f, RF 2.4 a,b,c, L2.1f, L2.2 d,e, SL.2.6	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • Word analysis and decoding skills are foundational for success as a reader. • Letter and letter combinations represent sounds • Fluent Readers' group words together quickly to help them gain meaning from what they read • Fluent readers accurately process print with expression at an appropriate rate 	Essential Questions: <ul style="list-style-type: none"> • How do sounds and letters create words? • When a word doesn't make sense, what can I do? • What do good readers do? • Why does fluency matter?
Assessment Evidence	
Performance Tasks: Unit 14 Test	Other Evidence: Mid Unit check point Student input using notebook or other (e.g., dry erase boards) Teacher observations and data collection
Benchmarks: Unit 14 Benchmark, Teacher Observation during dictation practice, Day 5 Check Ups, Running Records, Oral reading through Amira, DRA, DSA	
Learning Plan	
Learning Activities and Resources: See Weeks 1-2 Below:	

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

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

Unit Modifications for Special Population Students

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

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Integration of 21st Century Skills

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

Unit Title: 15 <u>Double Vowel Syllable (-oo,-ou,-ue and –ew) (Vowel Diphthong)</u>	
Unit Description: In the Unit, you will teach students how to read and spell words with the four spellings of /u/; oo, ou, ue, and ew. When learning the /u/ sound of ou, students will try both /u/ and /ou/ sounds when decoding unfamiliar words.	
Unit Duration: Two (2) Weeks	
Desired Results	
Standard(s): RF2.3 b,c,e,f, RF 2.4 a,b,c, L2.1f, L2.2 d,e, SL.2.6	
Understandings: <i>Students will understand that...</i> <ul style="list-style-type: none"> • Word analysis and decoding skills are foundational for success as a reader. • Letter and letter combinations represent sounds • Fluent Readers' group words together quickly to help them gain meaning from what they read • Fluent readers accurately process print with expression at an appropriate rate 	Essential Questions: <ul style="list-style-type: none"> • How do sounds and letters create words? • When a word doesn't make sense, what can I do? • What do good readers do? • Why does fluency matter?
Assessment Evidence	
Performance Tasks: Unit 15 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 15 Benchmark, Teacher Observation during dictation practice, Day 5 Check Ups, Running Records, Oral reading through Amira, DRA, DSA	
Learning Plan	
Learning Activities and Resources: See Weeks 1-2 Below:	

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

Unit Modifications for Special Population Students

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

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Integration of 21st Century Skills

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