

Unit 01 Foundations Level 2

Content Area: **English Language Arts**
Course(s): **Writing 2, Reading 2**
Time Period: **September**
Length: **10 Days**
Status: **Published**

Unit Summary

In this unit, students learn the definition of a digraph and the difference between a digraph and a blend.

Standards

LA.L.2.1.F	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).
LA.L.2.2.D	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.2.3.E	Recognize and read grade-appropriate irregularly spelled words.
LA.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.2.4.A	Read grade-level text with purpose and understanding.
LA.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
LA.RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
TECH.8.1.2.A.CS1	Understand and use technology systems.

Student Learning Objectives

Students will learn...

- Letter-keyword-sound for consonants and vowels
- Concept of consonant digraph
- letter-keyword-sound for digraphs
- concept of consonant blends
- concept of digraph blends

- spelling of the /k/ sound
- closed syllable type

Essential Questions

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

Enduring Understandings

Students will understand that...

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

Application

Students will be able to independently use their learning to...

- read letter-keyword-sound for consonants and vowels
- read and spell words with consonant digraph
- read letter-keyword-sound for digraphs
- read and spell words with consonant blends
- read and spell words with digraph blends
- spell of the /k/ sound correctly in different words
- identify the closed syllable type

Skills

Students will be skilled at...

- marking and tapping out words with consonant blends and digraphs
- identifying the spelling rules for /k/ sound in closed syllables
- reading and spelling words with closed syllables

