

# Fundations Level 2 Unit 6

Content Area: **English Language Arts**  
Course(s): **Generic Course, Language Arts 2**  
Time Period: **3 weeks**  
Length: **3 weeks**  
Status: **Published**

## Level 2 Overview

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**By the end of Level 2, second grade students will be able to:**

- Segment syllables into sounds (phonemes) up to six sounds
- Identify word structures such as vowels, consonants, blends, digraphs, digraph blends
- Identify parts of words (syllables, basewords, suffixes)
- Identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, consonant-le
- Read and spell words with short vowels
- Read and spell words with long vowels in vowel-consonant-e and open syllables
- Read and spell words with r-controlled vowels (ar, er, ir, or, ur)
- Read and spell words with vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw)
- Read and spell words with unexpected vowel sounds (old, ild, ind, ost, olt, ive)
- Read and spell words with suffixes (s, es, ed, ing, est, ish, able, ive, y, ful, ment, less, ness, ly, ty)
- Read and spell phonetically regular one, two, and three-syllable words
- Read and spell Trick Words or targeted high-frequency words
- Divide multisyllabic words
- Construct sentences using vocabulary words

- Use synonyms
- Know several multiple meaning words
- Apply dictionary skills
- Use correct writing position and pencil grip
- Write clear, legible manuscript at an appropriate rate
- Spell words with options for the grapheme representation for sounds with use of a spell checker or dictionary
- Apply correct language mechanics skills (punctuation and capitalization skills)
- Read controlled stories with fluency, expression and understanding
- Read approximately 90 words per minute with fluency and understanding
- Retell short narrative stories
- Retell facts from expository text
- Locate facts and details in narrative and expository writing
- Skim for information
- Make judgments, predictions from given facts

## **Learning Goal**

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Students will be able to apply the phonemic skills of vowel-consonant -e exception (-ive).

LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.2.3.A	Know spelling-sound correspondences for common vowel teams.
LA.RF.2.3.B	Decode regularly spelled two-syllable words with long vowels.
LA.RF.2.3.C	Decode words with common prefixes and suffixes.
LA.RF.2.3.D	Identify words with inconsistent but common spelling-sound correspondences.
LA.RF.2.3.E	Recognize and read grade-appropriate irregularly spelled words.
	Phonics and Word Recognition

### **Target 1**

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Review vowel-consant-e syllables

### **Target 2**

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s-/s/ and /z/

### **Target 3**

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Two-syllable words with closed and vowel-consant-e syllables

### **Target 4**

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Compound words

### **Target 5**

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Vowel-consonant-e exception (-ive)

Suffix **-ive**

### **Target 6**

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Trick words: **often, house, move, right, place, together**

Sample words: **hope, confuse, reptile, olive, inventive**

### **Unit Resources**

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## **Units 1 through 5**

**\* Administer Foundations biweekly assessment to monitor progress.**

### **Day 1**

1. Drill sounds with focus on student needs
2. Segment and blend words for reading
3. “Word Talk” vocabulary words
4. Flash cards for Trick Words

### **Day 2**

1. Drill sounds using large and standard sound cards
2. Fluency drills with sounds, words, nonreal words, Trick Words and phrases
3. Group practice and chart success for individuals

### **Day 3**

1. Drill sounds.
2. Echo Find Letters/ Words
3. Dictation sounds, words and trick words (dry erase)
4. Fluency drills sounds and words

### **Day 4**

1. Drill sounds with focus on student needs
2. “Word Talk” vocabulary words
3. Flash cards for Trick Words
4. Fluency drills Trick Words and non-real words and chart success for individuals

### **Day 5**

1. Drill Sounds
2. Fluency drills for phrases
3. Group practice and chart success for individuals
4. Work on prosody with unit story

### **Formative Assessment**

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**Administer Foundations biweekly assessment and use teacher observation to monitor progress.**

### **Summative Assessment**

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**Administer Foundations Unit Assessments**