

# Fundations Level 2 Unit 11

|               |                                                       |
|---------------|-------------------------------------------------------|
| Content Area: | <b>English Language Arts</b>                          |
| Course(s):    | <b>Generic Course, Language Arts 2, Language Arts</b> |
| Time Period:  | <b>2 weeks</b>                                        |
| Length:       | <b>2 weeks</b>                                        |
| Status:       | <b>Published</b>                                      |

## 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 Goals**

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Students will be able to apply the phonemic skills of **ee, ea, ey** and apply the spelling procedure for long /e/.

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|-------------|--------------------------------------------------------------------------------|
| LA.RF.2     | Reading Foundation Skills                                                      |
| 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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Sounds of **ee, ea, and ey**

Sample words: **cheap, keep, chimney**

## **Target 2**

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Use of spelling option procedure for long /e/ sound

## **Target 3**

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Trick Words: **too, school, son, breakfast, head, ready**

## **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**