

Fundations Level 2 Unit 13

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

Unit Overview

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

Students will be able to apply the phonemic skills for the long sound /o/ of **oa, oe, ow**.

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

The long /o/ sound of **oa, oe, and ow**

Sample words: **road, doe, grown**

Target 2

Use of spelling option procedure for long /o/ sound

Target 3

Review of suffix endings

Target 4

Trick Words: **Monday, Tuesday, cousin, lose, dance, beautiful**

Unit Resources

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

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

Summative Assessment

Administer Foundations Unit Assessments