Year Fundation Gr. 2 Year Long

Content Area: **English**
Course(s):
Time Period: **September**
Length: **Year**
Status: **Published**

Unit Overview

Students instructed in phonemic awareness and high frequency sight words.

Wilson's Fundations is a systematic and explicit instruction program for the K-3 classroom. Based on the Wilson Reading System® principles, Wilson Fundations® provides research-based materials and strategies essential to a comprehensive reading, spelling, and handwriting program.

Wilson Fundations makes learning to read fun while laying the groundwork for life-long literacy. Students in grades K-3 receive a systematic program in critical foundational skills, emphasizing:

- Phonemic awareness
- Phonics/ word study
- High frequency word study
- Reading fluency
- Vocabulary
- Comprehension strategies
- Handwriting
- Spelling

Geodes: Geodes are accessible, knowlege-buidling books created to engage emerging and developing readers. Students can apply decoding skills while building knowledge about important ideas in science, history, and the arts.

Enduring Understandings

Students will develop fluency, vocabulary development, and the applications of strategies for understanding text. All of these are necessary for successful reading comprehension.

Essential Questions

How are syllables segmented?

How do you identify parts of a word?

What are all 6 syllable types?

How do you distinguish long and short vowel sounds?

How do you read and spell words with r-controlled vowels?

How do you spell words with vowel teams?

How do you spell words with suffixes?

How do you read and spell high frequency words?

How do you divide mulitsyllabic words?

How do we use synonyms?

How do we apply dictionary skills?

How do we apply correct punctuation?

Instructional Strategies & Learning Activities

Lesson	Objective	Procedure
September/October Unit 1: 2 weeks	SWBAT: • identify the letter-keyword sounds for consonants and vowels • identify consonants digraphs • identify letter-keyword sounds for digraphs • identify consonants blends and digraph blends • spell words with “k” sound • identify closed syllable types	Week 1: • Drill sounds/warm u • Introduce new conce • Word of the day • Dictation • Echo/find letters and Week 2: • Drill sounds/warm u • Introduce new conce • Word of the day • Review trick words

- Trick words practice
- Word talk
- Dictation/Dry Erase
- Dictation/ Compositi
- Unit test

Unit 2:

2 weeks

SWBAT:

- understand bonus spelling rule “ff, ll, ss, and sometimes zz”
- understand glued sounds: “all, am, an, ang, ing, ong, ung, ank, ink, onk, unk
- blending and reading words with glued sounds
- segmenting and spelling words with bonus letters and glued sounds
- prosody
- fluent passage reading
- story retelling
- identify sound made by: “ar,er, ir, or, ur”

Week 1:

- Drill sounds/warm u
- Introduce new conce
- Word of the day
- Dictation
- Teach trick words: “ both, talk, walk”
- Story time

Week 2:

- Drill sounds/warm u
- Introduce new conce
- Word of the day
- Teach trick words
- Word talk
- Echo/find letters and
- Dictation/Dry Erase

		• Dictation/ Compositi • Story time • Unit test
Unit 3 1 week	SWBAT: • identify concept of closed syllable exceptions • identify glued sounds “ild, ind, old, olt, ost” • participate in storytelling • practice fluent passage reading • use vowel teams for reading “ ai, ay, ee, ey, oi, oy”	• Drill sounds/warm u • Introduce new conce • Word of the day • Teach trick words: “ • Word talk • Echo/find letters and • Dictation/Dry Erase • Dictation/ Compositi • Story time • Unit test

Unit 4

2 weeks

SWBAT

- review suffixes “s, es, ed, ing,”
- identify sounds made by “ed” (t, d)
- comparison suffixes er, and est
- identify spelling procedures for words with suffixes
- form plurals
- form present and past tense
- categorize vowel and consonant suffixes
- practice fluency passage reading
- spell words with “oa, oe, ow, ou, oo, ue, ew”

Week 1:

- Drill sounds/warm u
- Introduce new conce
- Word of the day
- Dictation
- Teach trick words: “
  animal, sure, use, use
- Trick words practice
- Word Talk
- Story time
- Dictation (Day 5 Ch

Week 2:

- Drill sounds/warm u
- Introduce new conce
- Word of the day
- Teach trick words
- Trick words practice
- Word talk
- Dictation/Dry Erase
- Dictation/ Compositi
- Story time
- Make it fun
- Unit test

Geodes Level 2 Module 1 November/December Unit 5 2 weeks	Fundations Alignment Unit 2,3,4,5 SWBAT: • read and spell 2 syllable words • review syllable concept and multisyllabic words • identify compound words • understand syllable division rules for dividing between closed syllables • understand procedure for spelling words with more than one syllable • spelling of "ic" at the end of multisyllabic words • new suffixes "ful, ment, ness, less, able, en, ish" • prefixes: "mis, un, non, dis, trans • spell words with "au and aw"	• Teaser • Recurring Content W • Additional Vocabula • Comprehension Disc • Image Discussion Gu • Teachable Moments Week 1: • Drill sounds/warm u • Introduce new conce • Word of the day • Dictation • Teach trick words: " know, always, often, • Trick words practice • Word Talk • Story time • Dictation (Day 5 Che Week 2: • Drill sounds/warm u • Introduce new conce • Word of the day • Teach trick words • Trick words practice • Word talk • Dictation/Dry Erase • Dictation/ Compositi • Story time

- Make it fun
- Unit test

Unit 6

2 weeks

SWBAT:

- review vowel-consonant-e syllables
- s-/s/ and /z/
- learn spelling option procedure
- understand two-syllable words with closed and vowel-consonant syllables
- learn compound words
- understand vowel-consonant-e exception (-ive)
- learn suffix -ive

Week 1:

- Drill sounds/warm u
- Introduce new conce
- Word of the day
- Dictation
- Teach trick words: "
  right, place, together
- Trick words practice
- Word Talk
- Story time
- Dictation (Day 5 Ch

Week 2:

- Drill sounds/warm u
- Introduce new conce
- Word of the day
- Teach trick words
- Word talk
- Dictation/Dry Erase
- Dictation/ Compositi
- Story time
- Make it fun
- Unit test

Unit 7: 3 weeks	SWBAT: • understand open syllable type • learn y as a vowel • learn how to combine open syllables with closed and vowel-consonant-e syllables • learn additional syllable division rules • learn y, ly, ty suffixes	Week 1: • Drill sounds/warm u • Introduce new conce • Word of the day • Dictation • Teach trick words: " change, city, every, f something" • Trick words practice • Echo/Find letters and • Word Talk • Story time Week 2: • Drill sounds/warm u • Introduce new conce • Word of the day • Teach trick words • Echo/Find letters and • Word talk • Dictation (Day 5 Che • Dictation/Dry Erase • Dictation/ Compositi • Story time • Make it fun Week 3: • Drill sounds/warm u • Introduce new conce

		• Word of the day • Teach trick words • Echo/Find letters and • Word talk • Dictation/Dry Erase • Dictation/ Compositi • Story time • Make it fun • Unit Test
Geodes Level 2 Module 2	Fundations Alignment Unit 6,7,9	• Teaser • Recurring Content W • Additional Vocabula • Comprehension Disc • Image Discussion Gu • Teachable Moments

January

Unit 8:

1 week

SWBAT:

- learn R-controlled syllable type
- understand sounds of -ar and -or
- combine r-controlled syllables with other syllable types

Week 1:

- Drill sounds/warm u
- Introduce new conce
- Word of the day
- Dictation
- Teach trick words: “ different”
- Trick words practice
- Word Talk
- Story time
- Dictation/Dry Erase
- Dictation/ Compositi
- Storytime
- Unit test

Unit 9:

2 weeks

SWBAT:

- learn the sound of er, ir and ur
- learn spelling option procedure for /er/ sound
- combine r-controlled syllables with er, ir, and ur with other syllable types
- learn dictionary skills

Week 1:

- Drill sounds/warm u
- Introduce new conce
- Word of the day
- Dictation
- Teach trick words: "
  father, brother, moth
- Trick words practice
- Word Talk
- Make it fun
- Story time
- Dictation (Day 5 Ch

Week 2:

- Drill sounds/warm u
- Introduce new conce
- Word of the day
- Teach trick words
- Trick word practice
- Word talk
- Dictation/Dry Erase
- Dictation/ Compositi
- Story time
- Make it fun
- Unit test

February Unit 10: 2 weeks	SWBAT: • understand double syllable type • learn sounds of -ai and -ay • learn the use of spelling option procedure for /a/ sound • combine all types of syllables • understand homophones	Week 1: • Drill sounds/warm u • Introduce new conce • Word of the day • Dictation • Teach trick words: " away, America, scho • Trick words practice • Word Talk • Story time • Dictation (Day 5 Ch Week 2: • Drill sounds/warm u • Introduce new conce • Word of the day • Teach trick words • Trick word practice • Word talk • Echo/Find letters an • Dictation/Dry Erase • Dictation/ Compositi • Story time • Make it fun • Unit test

Unit 11: 2 weeks	SWBAT: • learn sounds of -ee, -ea, and -ey • learn the use of spelling option procedure for /e/ sound	Week 1: • Drill sounds/warm u • Introduce new conce • Word of the day • Dictation • Teach trick words: “ breakfast, head, read • Trick words practice • Word Talk • Make it fun • Story time • Dictation (Day 5 Ch Week 2: • Drill sounds/warm u • Introduce new conce • Word of the day • Teach trick words • Trick word practice • Word talk • Echo/Find letters an • Dictation/Dry Erase • Dictation/ Compositi • Story time • Make it fun • Unit test

Geodes Level 2 Module 3	Fundations Alignment Unit 11,13	• Teaser • Recurring Content W • Additional Vocabula • Comprehension Disc • Image Discussion Gu • Teachable Moments
March/April Unit 12: 1 week	SWBAT: • learn sounds of -oi and -oy • learn spelling generalizations of /oi/ sound	Week 1: • Drill sounds/warm u • Introduce new conce • Word of the day • Dictation • Teach trick words: " ocean" • Trick words practice • Word Talk • Make it fun • Story time • Dictation (Day 5 Che • Unit test

Unit 13:

2 weeks

SWBAT:

- learn the long o sound of -oa, -oe and -ow
- learn the spelling option procedure for /o/ sound
- review of suffix endings

Week 1:

- Drill sounds/warm u
- Introduce new conce
- Word of the day
- Dictation
- Teach trick words: "
  cousin, lose, tomorrc
- Trick words practice
- Word Talk
- Make it fun
- Story time
- Dictation (Day 5 Ch

Week 2:

- Drill sounds/warm u
- Introduce new conce
- Word of the day
- Teach trick words
- Trick word practice
- Word talk
- Echo/Find letters an
- Dictation/Dry Erase
- Dictation/ Compositi
- Story time
- Make it fun
- Unit test

Unit 14:

2 weeks

SWBAT:

- learn the /ou/ sound of -ou and -ow
- learn flexibility in sound choices for reading
- learn spelling generalizations for /ou/ sound

Week 1:

- Drill sounds/warm u
- Introduce new conce
- Word of the day
- Dictation
- Teach trick words: “ Thursday, Saturday, piece”
- Trick words practice
- Word Talk
- Make it fun
- Story time
- Dictation (Day 5 Ch

Week 2:

- Drill sounds/warm u
- Introduce new conce
- Word of the day
- Teach trick words
- Trick word practice
- Word talk
- Echo/Find letters an
- Dictation/Dry Erase
- Dictation/ Compositi
- Story time
- Make it fun
- Unit test

		Week 1: • Drill sounds/warm u • Introduce new conce • Word of the day • Dictation • Teach trick words: ". July, enough, special • Trick words practice • Word Talk • Make it fun • Story time • Dictation (Day 5 Ch
April/May, June Unit 15: 2 weeks	SWBAT: • learn the /u/ sound of -oo, -ou, -ue and -ew • learn the /u/ sound of -ue • learn the /u/ sound of -oo • use of spelling option procedure for /u/ and /u/ sounds	Week 2: • Drill sounds/warm u • Introduce new conce • Word of the day • Teach trick words • Trick word practice • Word talk • Echo/Find letters and • Dictation/Dry Erase • Dictation/ Compositi • Story time • Make it fun • Unit test
Geodes Level 2 Module 4	Fundations Alignment Unit 16,17	• Teaser • Recurring Content W • Additional Vocabula

Unit 16: 1 week	SWBAT: • learn sounds of -au and -aw • understand spelling generalizations for the /o/ sound	• Comprehension Disc • Image Discussion Gu • Teachable Moments Week 1: • Drill sounds/warm u • Introduce new conce • Word of the day • Dictation • Teach trick words: " daughter" • Trick words practice • Word Talk • Make it fun • Story time • Dictation (Day 5 Che • Unit test

Unit 17:

2 weeks

SWBAT:

- learn consonant-le syllable type
- spell consonant -le words
- review of all 6 syllable types

Week 1:

- Drill sounds/warm u
- Introduce new conce
- Word of the day
- Dictation
- Teach trick words: "
  young"
- Trick words practice
- Word Talk
- Make it fun
- Story time
- Dictation (Day 5 Ch

Week 2:

- Drill sounds/warm u
- Introduce new conce
- Word of the day
- Teach trick words
- Trick word practice
- Word talk
- Echo/Find letters an
- Dictation/Dry Erase
- Dictation/ Compositi
- Story time
- Make it fun
- Unit test

Integration of Career Readiness, Life Literacies and Key Skills

9.1.2.CAP	Career Awareness and Planning
	Different types of jobs require different knowledge and skills.
9.1.2.CAP.1	Make a list of different types of jobs and describe the skills associated with each job.
9.4.2.CT.3	Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
	Digital tools and media resources provide access to vast stores of information that can be searched.
9.4.2.IML.1	Identify a simple search term to find information in a search engine or digital resource.
9.4.2.IML.3	Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2).
	Information is shared or conveyed in a variety of formats and sources.
9.4.2.TL.1	Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1).
9.4.2.TL.2	Create a document using a word processing application.

Technology and Design Integration

Students will interact with Smartboard, Ipads, Chromebooks and document camera.

	Individuals use computing devices to perform a variety of tasks accurately and quickly. Computing devices interpret and follow the instructions they are given literally.
8.1.2.CS.1	Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
8.1.2.DA.2	Store, copy, search, retrieve, modify, and delete data using a computing device.

Interdisciplinary Connections

Spelling, phonics, and reading instruction is embedded in all disciplines.

Differentiation

Based on invidual need, teachers will offer additional support though conferencing, modified mentor text, peer support and individualized mini-lessons.

Advanced learners will be offered more rigorous mentor texts to emulate, teacher conferences and reference materials to support in-depth writing endeavors, based on choice.

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.

- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

See above

Modifications & Accommodations

IEP accommodations, and modifications will be in place, and teacher assigned modifications and accommodations will be assigned, assessed, and monitored.

Follow IEP accommodations and differentiate materials, project requirements as needed.

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

Utilize 504 and IEP's

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

DRA

Additional Benchmarks used in this unit:

DRA and Aimsweb

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

See above

Summative Assessments

summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

See above

Instructional Materials

Fundations Kit

Online Wilson rescources

Geodes Teacher Manual

Geodes Books in color/Black and White Copies

Standards

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.D	Identify words with inconsistent but common spelling-sound correspondences.
LA.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
LA.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.2.2.A	Capitalize holidays, product names, and geographic names.
LA.L.2.2.B	Use commas in greetings and closings of letters.
LA.L.2.2.C	Use an apostrophe to form contractions and frequently occurring possessives.
LA.L.2.2.D	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
LA.L.2.2.E	Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.
LA.L.2.3.A	Compare formal and informal uses of English.
LA.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
LA.L.2.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.2.4.B	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
LA.L.2.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
LA.L.2.4.D	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
LA.L.2.4.E	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
LA.L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.2.5.A	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

LA.L.2.5.B	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).