Heggerty

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

Unit Overview

The Heggerty Phonemic Awareness Curriculum is a systematic program of daily lesson plans that provide a high level of explicit modelling and student engagement.

Phonemic awareness and phonics are foundational reading skills that enjoy a reciprocal relationship. Students isolate, blend, segment, and manipulate sounds in spoken words. Lessons are an oral and auditory warm up to phonics instruction.

Enduring Understandings

Students isolate, blend, segment, and manipulate sounds in spoken words.

Essential Questions

What is a rhyme?

What is an initial sound?

What is a blend?

What is a final or medial sound?

How do you segment words?

How do you add to a word?

How to you delete from a word?

How do you subsititue sounds/word parts in a word?

Instructional Strategies & Learning Activities

- Rhyme Repetition
- Initial Phoneme Isolation
- Blending Compound Words
- Phoneme Isolation Final Sounds
- Segmenting into Words
- Adding words
- Deleting words
- Substituting Words

Videos and resources can be found at: www.heggerty.org/downloads

Integration of Career Readiness, Life Literacies and Key Skills

The 21st century skills are a set of abilities that students need to develop in order to succeed in the information age. The Partnership for 21st Century Skills lists three types:

Learning Skills

- Critical Thinking
- Creative Thinking
- Collaborating
- Communicating

Literacy Skills

- Information Literacy
- Media Literacy
- Technology Literacy

Technology and Design Integration

Students will interact with Smart T.V.,Chromebooks and document camera.

- Daily lesson videos
- Implementation support videos
- Alphabet knowledge videos
- Hand motion videos
- online Heggerty Digital Library: online decodable books
- Digital assessments

- IXL
- Brainpop
- Flocabulary
- Epic Books
- Raz Kids
- Learning Ally
- SeeSaw

Interdisciplinary Connections

Spelling and phonics 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 2X 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

Heggerty Teacher Manual

Videos and resources can be found at: www.heggerty.org/downloads

Standards

L.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
L.RF.2.3.B	Decode regularly spelled two-syllable words with long vowels.
L.RF.2.3.C	Decode words with common prefixes and suffixes.
L.RF.2.3.D	Identify words with inconsistent but common spelling-sound correspondences.
L.RF.2.3.E	Recognize and read grade-appropriate irregularly spelled words.
L.KL.2.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.