

# 02\_Mystery of the Silent E

Content Area: **ELA**  
Course(s):  
Time Period: **Full Year**  
Length: **31 days**  
Status: **Published**

## **UNIT ORIENTATION**

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Unit 2 - The Mystery of the Silent E

## **OVERVIEW OF BENDS**

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The unit bends are outlined within each Unit of Study and/or Curricular Calendar.

There are three bends to this unit (which coordinate with the theming in the Word Detectives/UOS Reading):

### Bend 1: Word Detectives Take the Case: Investigating Silent E

In this bend, the focus is on CVCe words with the vowel A. Students will use what they know/learn about silent e to contribute to interactive writing, decode words in shared reading and use their knowledge of patterns to make new words with common phonograms such as /ame/, /ane/, and /ake/. Students will also be exposed to exceptions to the rule, as in the word *have*. Students will also be introduced to 5 new snap words: eat, make, take, out, big) in an extension, and then 3 more words (came, same, have) are layered in as well. The SSDA is tied in, and students are challenged to make the connection that silent E doesn't just change an A to a long-vowel sound, it changes *any* vowel to a long-vowel sound.

### Bend 2: Word Detectives Test Their Theories to Learn More About Vowels

In this bend, students explore CVCe words with other vowels, not just A. Students will see frequently used patterns for the vowels O, I, U and E. They will learn that there are very few words in the English language that use the CVCe pattern to represent the long E sound - which provides a brief introduction to vowel teams EE and EA.

### Bend 3: Word Detectives Use Words They Know to Solve New Mysteries

In this bend, students will shift to looking closely at words and parts of words to strengthen students' abilities to decode words in text by breaking them into parts and putting those parts back together. This unit ties tightly together with UOSR Word Detectives, offering further support to strategies taught there. Each day's learning is connected to a snap word students' know, so the words can act as an anchor for the learning. Unit ends with a celebration that may include students "sleuthing" to find words around the classroom and school to support

concepts learned in this unit.

<i>Grade 1, Unit 2: The Mystery of the Silent e</i>	
<i>S.1 Extension 3 Learning Five New Snap Words</i>	big, eat, make, out, take
<i>S.2 Extension 1 Adding to Our Bank of High-Frequency Words: Learning the Word Have</i>	have
<i>S.4 Extension 2 Learning New Snap Words</i>	came, same
<i>S.6 Extension 2 Introducing New Snap Words</i>	home, more, not, of, put, your
<i>S.11 Collecting New Snap Words</i>	I'm, into, little, now, three
<i>S.13 Extension 2 Learning New Snap Words</i>	if, or
<i>S.16 Extension 2 Learning a New Snap Word</i>	read

## **CONTENT AREA STANDARDS**

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LA.RF.1.1	Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.
LA.RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.
LA.RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
LA.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
LA.RF.1.3.B	Decode regularly spelled one-syllable words.
LA.RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.
LA.RF.1.3.D	Distinguish long and short vowels when reading regularly spelled one-syllable words.
LA.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.
LA.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
LA.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.5	Presenting Arguments and Explanations
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

## **Alternate Assessments**

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- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

## **Benchmark Assessments**

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- iXL
- Dibels

## **Summative Assessments**

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Summative assessments can be found in the [If/Then](#) curriculum resource.

## **Formative Assessments**

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Formative assessments include but are not limited to running records, flash drafts, conferring notes, etc.

## **INTERDISCIPLINARY CONNECTIONS (Deleted: 07/15/2022 by Molee, Joan)**

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Career Readiness: Utilize critical thinking to make sense of problems and persevere in solving them.

Career Readiness: Work productively in teams while using cultural global competence.

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

- modify activity
- simplify/re-state directions
- check-ins/monitoring
- visuals/personal and whole class anchor charts
- partners/rug clubs
- wait time
- additional time for tasks
- verbal responses
- sorting cards, whiteboards, magnetic letters (hands on)

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Core: Resources utilized but not limited to include the Units of Study (spirals) and the Curricular Calendars.  
Workshop related resources are embedded in the Units of Study.

Supplemental: Heggerty, iXL

