

Phonics Grade 2

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Date Curriculum Approved/ Revised: 2019_____

Phonics Grade 2

Content Area: **Sample Content Area**
Course(s): **Adv. Concepts in Com. Sci. (s), Lang. Arts**
Time Period: **Sample Time Period**
Length: **Sample Length**
Status: **Published**

Summary of the Unit

Statement of Purpose

Summary of the Course: This course of study is designed to expose students to the nine areas of developing phonics, spelling and word study which include early literacy concepts, phonological awareness, letter knowledge, letter- sound relationships, spelling patterns, high- frequency words, word meaning/vocabulary, word structure and word-solving actions. The curriculum is based on the premise that students not only need to acquire phonics and word analysis understandings, but also apply these understandings daily to reading and writing continuous text. Once they have a wide range of word-solving strategies they can use rapidly, flexibly, and in a largely unconscious way as they move through text, maintaining a focus on meaning. It is very important for there to be strong connections between your direct and explicit lessons and the application activities in which you engage students

- Typical Schedule: Teach (whole group) 15 minutes

Apply Activity – 10 – 15 minutes

Group Share – 5 minutes

- Use of name chart, words wall and alphabet linking chart are recommended.
- The use of various formal/informal assessments are encouraged to provide an ongoing method of determining the current level of understanding the students have of the material presented.
- Homework, when assigned should be relevant and reflective of the current teaching taking place in the classroom.
- Organizational strategies should be in place that allow the students the ability to take the information gained in the classroom and put it in terms that are relevant to them.
- Instruction should be differentiated to allow students the best opportunity to learn. Students should be provided with ample opportunities for meaningful engagement.
- Modifications to the curriculum should be included that address students with Individualized Educational Plans (IEP), English Language Learners (ELL), and those requiring other modifications (504 plans).

Routines and Instructional Procedures: Below are descriptions of the ten instructional procedures designed to develop children's knowledge of words and how they work, along with examples. These procedures will appear throughout the curriculum under Instructional Activities.

- **See and Say** - helps children examine and identify familiar patterns in words.

1. Show words that have a common visual feature. (*man, fan, van, pan*)
2. Children search for visual patterns. (*They all end the same.*)
3. Help children articulate the principle. (*You can look at a part or pattern to read a word. You can make new words by putting a letter or letter cluster before the pattern.*)
4. Children work with words to apply the principle. (*Children write words with the pattern.*)

- **Find and Match** – helps children discover connections between sounds, between letters, and between

sounds and letters.

1. Show pictures and words or pictures and letters that go together. (*pictures: bed, cup, dog, girl, drum, goat; letters: b, c, d, g*)
2. Children look for the connection between the pictures and words, or pictures and letters. (*The letters stand for the sounds heard at the end of the words that the pictures represent.*)
3. Help children articulate the principle. (*You can hear the last sound in a word. You can match sounds and letters at the end of a word.*)
4. Children work together with pictures and words, or words and letters to apply the principle. (*Children match each picture with a letter that represents the ending sound in the picture's name.*)

- **Say and Sort** – helps children look closely at features of letters or words and make connections between them.

1. Show and say words or show pictures and say the names of the pictures that have a common feature. (*words/pictures: cat, bus, dog, turtle, balloon, carrot, banana, butterfly*)
2. Children search for the common feature. (*They have one, two, or three parts.*)
3. Help children articulate the principle. (*You can hear and say the syllables in a word. Words can have one or more syllables.*)
4. Children work with words or pictures to apply the principle. (*Children sort the words or pictures according to the number of syllables.*)

- **Hear and Say** – helps children hear the sounds in words and eventually connect those sounds to letters, a key process in building literacy.

1. Say words that are connected by the way they sound. (*man/can, me/he, hot/pot*)
2. Children search for phonological patterns. (*The words sound the same at the end.*)
3. Help children articulate the principle. (*Some words have parts at the end that sound the same. They rhyme.*)
4. Children work with words to apply the principle. (*They say word pairs and tell whether the word pairs have end parts that sound the same/rhyme.*)

- **Hear, Say, and Write: Sound and Letter Boxes** – helps children become more aware of the sounds and letters in words.

1. Model saying a new word slowly (*r-u-n for run*), being careful not to distort the individual sounds.
2. Children say the same word slowly and listen for each sound as they run a finger under the boxes (or push a marker into each box).
3. After they can easily do steps one and two, children write a letter for each sound they hear, one letter per box, with your guidance. In the beginning, you'll accept letters that are not in the correct sequence, focusing instead on whether children can connect letters to sounds.
4. Children say words slowly and write letters in sequence independently.

- **Words to Know** – helps children build and work with a collection of high-frequency words.

1. Show a group of high-frequency words, reading each one while running your pointer finger under it, left to right. (*a, I, in, is, of, to, and, the*)
2. Children look at each word to see if they recognize it.
3. Help children understand the principle. (*Some words have one letter. Some words have two letters. Some words have three letters. You see some words many times when you read. You need to learn words that you see many times because they help you read and write.*)
4. Children work with high-frequency words to apply the principle. (*Children read, say, and write high-*

frequency words.)

- **Notice Parts** – helps children notice and use larger parts of words, which makes word solving faster and easier.

1. Show a group of words with a common feature. (*big, pig, dig*)
2. Children search for the common feature. (*the phonogram –ig*)
3. Help children articulate the principle. (*You can look at a part or pattern to read a word. You can use the part or pattern to write a word. You can make new words by putting a letter or a letter cluster before the pattern.*)
4. Children work with words to apply the principle. (*You can read and/or write words by using the spelling pattern. You can make new words by adding a letter or letter cluster before the pattern.*)

- **Say and Write** – helps children understand that using efficient and consistent motions to form a letter can be broken down into discrete steps.

1. Show children letters written in manuscript form. (*o, h, x, f, e; G, D, H, S, Z*)
2. Children say the name of each letter.
3. Help children articulate the principle. (*You can make the shape of a letter. You can say the steps you use to make a letter. You can check to see if a letter looks right.*)
4. Children work with letters to apply the principle. (*Children use efficient and consistent motions to form letters in manuscript print with writing tools.*)

- **Make Words** – helps children build words through the use of discrete tactile materials such as magnetic letters, letter tiles, or letter cards.

1. Show and say a word that contains a common phonogram. (*not*)
2. Children identify the beginning phoneme in the word. (*/n/*)
3. Help children articulate the principle. (*You can change the first sound in a word to make a new word.*)
4. Children work with words and letters to apply the principle. (*Children change the first sound in a word to make a new word.*)

- **Map Words** – helps children read and write the names of concept words.

1. Show a word map with a concept word in the center and say the concept word. (*color*)
2. Children think of words that relate to the concept word. (*names of colors*)
3. Help children articulate the principle. (*A color has a name. You can read and write the names of colors. You can find the names of colors.*)
4. Children work with words to apply the principle. (*Children say color words, and you write them on the word map.*)

Enduring Understandings

These may be entered in paragraph form or as a bulleted list. If you wish to enter them individually, click on the lists tab and enter each understanding separately.

Essential Questions

Click on the lists tab and enter each question individually

Summative Assessment and/or Summative Criteria

Resources

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Asses

Suggested Modifications for Special Education, ELL and Gifted Students

Suggested Technological Innovations/Use

Cross Curricular/21st Century Connections

Unit 1

Content Area: **Language Arts**
Course(s): **Adv. Concepts in Com. Sci. (s), Lang. Arts**
Time Period: **September**
Length: **Trimester 1**
Status: **Published**

Summary of the Unit

Trimester 1 focuses on early phonemic awareness skills related to short vowel sounds. In addition, students will expand their high-frequency word vocabulary and be introduced to basic grammar concepts. Unit 1 focuses on short vowel spelling patterns and 2nd grade high frequency words. In addition, students will be exposed to types of sentences and parts of speech. Choose lessons from this curriculum that best meet the needs of your students. Determine the number of lessons you teach on each concept based on your students' progress. Choose 3 mini lessons per day (total) using the Phonics, Spelling and Word Work curriculum and the IRA curriculum. Depending on your students, you may need to spend additional time on certain lessons. You may also be able to eliminate lessons if your students have already mastered a particular skill. Throughout this curriculum, you will see many lessons labeled as "Generative Lessons". These lessons can be modified to be used more than once to meet the needs of your students. The use of spelling patterns over spelling lists is highly encouraged. For example, encourage students to build at and an words rather than giving them a list of just 10 words. The students can be challenged to create their own list of real and nonsense words rather than having a list provided by the teacher. Most students will learn to spell their high frequency words when exposed to them regularly (word wall, shared writing) and encouraged to apply them in their writing. Lists can be provided to students who struggle with spelling. All skills and concepts taught in Unit 1 should be taught to mastery.

Enduring Understandings

- Knowing how words work will make students better readers.
- Proficient readers fluently decode letters, sounds and symbols to comprehend texts across a range of types. Letters, sounds and symbols form the foundation of language systems.
- Punctuation and grammar impact a writer's message. Readers and writers use phonetic principles to read and spell.

Essential Questions

- What makes one-word sound different than another?
- How can knowing several high frequency words help me grow as a reader?
- How can I manipulate sounds to make words?
- How can learning a spelling pattern help me with writing?
- How does a writer's spelling impact communication?

Summative Assessment and/or Summative Criteria

1st Trimester Benchmark

Resources

- Fountas & Pinnell Phonics, Spelling and Word Study Lessons
- The Fountas & Pinnell Comprehensive Phonics, Spelling and Word Study Guide
- Irene C. Fountas & Gay Su Pinnell Sing a Song of Poetry
- The Fountas & Pinnell Literacy Continuum

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assess
<ul style="list-style-type: none"> • 2 days of training followed by implementation 	<ul style="list-style-type: none"> • Build stamina and develop independence while working with word work materials. • List procedures for how to use word work materials. 	<ul style="list-style-type: none"> • Create an anchor chart with student expectations (start right away, work the entire time, practice high-frequency vocabulary and spelling skills). • Include letter magnets, dry erase boards, magnetic boards, dry erase markers and word cards (livebinder) in word work center. • Model behaviors for the students and select students to model for the class. 	<ul style="list-style-type: none"> • Teacher Observati
Spelling			
2 lessons per pattern (Generative lessons)	<ul style="list-style-type: none"> • Recognize and use more common phonograms with a VC pattern (Suggested patterns) -ab -ap -an -at -aw -ay -ed -en -et -ig -in -id -im -it -ip -od -ob -og	SP 1 (generative) <ul style="list-style-type: none"> ○ Teach - Word Chart activity ○ Apply - Make twenty words activity ○ Share SP 2 (generative) <ul style="list-style-type: none"> ○ Teach - Word list activity ○ Apply - Make ten word activity ○ Share SP 3 (generative) <ul style="list-style-type: none"> ○ Teach - Word list activity ○ Apply - Students will complete word pair activity ○ Share SP 4 (generative) <ul style="list-style-type: none"> ○ Teach - Say and sort activity ○ Apply - Say and sort activity 	<ul style="list-style-type: none"> • Spelling Pattern A, B, C, D, E or F • Spelling application writing samples • Spelling tests

	<p>-op -ot</p> <p>-ow -ub</p> <p>-ut -ug</p> <p>-un -um</p> <p>● Recognize and use phonograms with vowel consonant silent e pattern (VCe)</p> <p>-ade -ake</p> <p>-ale -ame</p> <p>-ane -ape</p> <p>-ate -ave</p> <p>-ice -ide</p> <p>-ile -ine</p> <p>-ite -ive</p> <p>-oke -ose</p> <p>● Recognize and use phonograms that end with double consonants (VCC)</p> <p>-all, -ell, -ill</p> <p>● Recognize and use phonograms with ending consonant clusters (VCC)</p> <p>-ack -ick</p> <p>-ock -uck</p>	<p>○ Share</p> <p>SP 5 (generative)</p> <p>○ Teach - Notice parts activity</p> <p>○ Apply - Students will play concentration</p> <p>○ Share</p> <p>SP 6 (generative)</p> <p>○ Teach - Notice parts activity</p> <p>○ Apply - Students will make words and sort them</p> <p>○ Share</p> <p>SP 7</p> <p>○ Teach - Notice parts to create word list</p> <p>○ Apply - Students will make words with double consonant ending</p> <p>○ Share</p> <p>SP 8 (generative)</p> <p>○ Teach - Say and sort activity</p> <p>○ Apply - Say and sort activity</p> <p>○ Share</p> <p>SP 9 (generative)</p> <p>○ Teach - Notice parts activity</p> <p>○ Apply - Students will play Lotto</p> <p>○ Share</p> <p>SP 10 (generative)</p> <p>○ Teach - Say and sort activity</p> <p>○ Apply - Say and sort activity</p> <p>○ Share</p> <p>● Monthly Spelling Menu</p> <p>● Rainbow Words</p> <p>● Pyramid Words</p> <p>● Type It Out</p> <p>● Scrabble</p>	
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High Frequency Words

<p>3 days</p> <p>(15-17 words per</p>	<p>Recognize and use words with three or</p>	<p>HFV 1 (generative)</p>	<p>High Frequency Word Asses B or C</p>
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generative lesson)	more letters	<ul style="list-style-type: none"> • Teach - Words to know activity • Apply - Students will play Follow • Share <p>HFW 2 (generative)</p> <ul style="list-style-type: none"> • Teach - Words to know activity • Apply - Students will play concentration • Share 	
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Phonics

<p>Letter Sound Relationships</p> <p>9 days</p>	<ul style="list-style-type: none"> • Recognize and use ending consonant sounds represented by double consonant letters • Recognize and use medial consonant sounds and the letters that represent them (LSR 2) • Recognize and say consonant clusters that blend two or three consonant sounds • Hear and identify long vowel sounds in words and the letters that represent them • Recognize and use long vowel sounds in words with silent e • Contrast short and long vowel sounds in words • Recognize and use y as a vowel sound 	<p>LSR 1</p> <ul style="list-style-type: none"> • Teach - Notice parts activity • Apply - Students will play Go Fish • Share <p>LSR 2</p> <ul style="list-style-type: none"> • Teach - Notice parts activity • Apply - Students will match word cards • Share <p>LSR 3 (generative)</p> <ul style="list-style-type: none"> • Teach - Notice parts activity • Apply - May/Say/Check/Mix activity • Share <p>LSR 4 (generative)</p> <ul style="list-style-type: none"> • Teach - Notice parts when reading poetry • Apply - Notice parts when reading poetry • Share <p>LSR 5 (generative)</p> <ul style="list-style-type: none"> • Teach - Notice parts word sort • Apply - Notice parts word sort • Share <p>LSR 6 (generative)</p> <ul style="list-style-type: none"> • Teach - Say and Sort • Apply - Make twenty words activity 	<ul style="list-style-type: none"> • Letter Sound Relationship Assessments B, • Spelling applica writing • Spelling tests
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		<ul style="list-style-type: none"> • Share <p>LSR 7 (generative)</p> <ul style="list-style-type: none"> • Teach - Say and Sort • Apply - Say and Sort three way sort • Share <p>LSR 8 (generative)</p> <ul style="list-style-type: none"> • Teach - Say and Sort • Apply - Students will play concentration • Share <p>LSR 9</p> <ul style="list-style-type: none"> • Teach - Say and sort • Apply - Say and sort • Share 	
<p>Word Solving Actions</p>	<ul style="list-style-type: none"> • • Use a study routine to spell a word • Use known words to spell an unknown word • Identify words that end the same and use them to solve unknown words • Recognize the sequence of sounds to read a word or word part • Recognize the sequence of letters to read a word or word part 	<p>WSA 13</p> <ul style="list-style-type: none"> • Teach - Magnetic Letters • Apply - Students will make words with magnetic letters • Share <p>WSA 14</p> <ul style="list-style-type: none"> • Teach - Look/Say/Cover/Write/Check • Apply - Look/Say/Cover/Write/Check • Share <p>WSA 15</p> <ul style="list-style-type: none"> • Teach - Notice parts activity • Apply - Students will notice parts and make connections between words • Share <p>WSA 16</p> <ul style="list-style-type: none"> • Teach - Hear, Say and Write letter boxes • Apply - Hear, Say and Write letter boxes and list sheet • Share <p>WSA 1 (generative)</p>	<ul style="list-style-type: none"> • Letter Sound Relationships Assessments B, J, C • Spelling application writing • Spelling tests

	<ul style="list-style-type: none"> • Use knowledge of letter sound relationships to monitor word solving accuracy • Recognize and use onsets and rimes to read words • Use onsets and rimes in known words to read and write other words with the same part • Identify words that have the same letter pattern and use them to solve an unknown word • Break a word into syllables to decode manageable units • Add a consonant cluster or digraph to the beginning or end of a word • Remove a consonant cluster or digraph from the beginning or end of a word • Use connections between or among words that mean the same or almost the same to solve an unknown word • Use connections between or among words that mean the opposite or almost the opposite to solve 	<ul style="list-style-type: none"> • Teach - Notice parts activity • Apply - Notice parts and make word pairs • Share <p>WSA 2</p> <ul style="list-style-type: none"> • Teach - Hear, Say and Write Sound boxes • Apply - Sound and letter boxes • Share <p>WSA 3</p> <ul style="list-style-type: none"> • Teach - Hear, Say and Write Sound boxes • Apply - Sound and letter boxes • Share <p>WSA 4 (generative)</p> <ul style="list-style-type: none"> • Teach - Hear, Say and Write Sound boxes with poetry • Apply - Hear, Say and Write Sound boxes with poetry • Share <p>WSA 5 (generative)</p> <ul style="list-style-type: none"> • Teach - Notice parts activity • Apply - Notice parts word sort • Share <p>WSA 6 (generative)</p> <ul style="list-style-type: none"> • Teach - Notice parts If You Know activity • Apply - Notice parts flip book • Share <p>WSA 7 (generative)</p> <ul style="list-style-type: none"> • Teach - Notice letter patterns • Apply - Notice parts to create word pairs • Share <p>WSA 8 (generative)</p> <ul style="list-style-type: none"> • Teach - Notice parts to cut words • Apply - notice parts to cut and connect words • Share 	
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	<p>an unknown word</p>	<p>WSA 9 (generative)</p> <ul style="list-style-type: none"> • Teach - Notice parts - consonant clusters or digraphs • Apply - Make words with consonant clusters or digraphs • Share <p>WSA 10 (generative)</p> <ul style="list-style-type: none"> • Teach - Notice parts - consonant clusters or digraphs • Apply - Make words with consonant clusters or digraphs • Share <p>WSA 11</p> <ul style="list-style-type: none"> • Teach - Map words using poems • Apply - Map words using poems • Share <p>WSA 12</p> <ul style="list-style-type: none"> • Teach - Map words using poems • Apply - Map words using poems • Share 	
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Grammar

<p>Word Meaning Vocabulary</p> <p>3 days</p>	<ul style="list-style-type: none"> • Recognize and use concept words • Recognize and use synonyms • Recognize and use antonyms 	<p>WMV 1</p> <ul style="list-style-type: none"> • Teach - Map words using a web • Apply - Map words using a web • Share <p>WMV 2 (generative)</p> <ul style="list-style-type: none"> • Teach - Map words using a pocket chart • Apply - Students will play concentration • Share <p>WMV 3 (generative)</p> <ul style="list-style-type: none"> • Teach - Map words using a pocket chart • Apply - Students will play 	<ul style="list-style-type: none"> • Word Meaning Vo Assessments A, B,
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		<p>concentration</p> <ul style="list-style-type: none"> • Share 	
<p>Word Structure</p> <p>2 days</p>	<ul style="list-style-type: none"> • Recognize and use compound words • Recognize and use compound words that have frequently used words 	<p>WS 4 (generative)</p> <ul style="list-style-type: none"> • Teach - Notice parts of compound words • Apply - Notice and illustrate parts of compound words • Share <p>WS 5 (generative)</p> <ul style="list-style-type: none"> • Teach - Make words with every and some • Apply - Make twenty words using compound words • Share 	<ul style="list-style-type: none"> • Word Structure Assessment C
<p>Sentences</p> <p>5 days</p>	<ul style="list-style-type: none"> • Recognize and use appropriate sentence structure • Recognize and use various types of sentences • Recognize and use proper capitalization and ending marks • Recognize and use connecting words 	<ul style="list-style-type: none"> • Anchor charts • Sentence scramble • Build a sentence • Stretch a sentence • Brainpop Jr. videos 	<ul style="list-style-type: none"> • Writing samples • Teacher observations anecdotal notes • Exit tickets
<p>Nouns</p> <p>5 days</p>	<ul style="list-style-type: none"> • Recognize and use common and proper nouns 	<ul style="list-style-type: none"> • Anchor charts • Brainpop Jr. videos • Parts of speech sorting activities 	<ul style="list-style-type: none"> • Writing samples • Teacher observations anecdotal notes • Exit tickets

<p>Verbs</p> <p>10 days</p>	<ul style="list-style-type: none"> Recognize and use the ending -ed when forming the past tense of a verb Understand that the ending -ed can represent several different sounds 	<p>WS 11 (generative)</p> <ul style="list-style-type: none"> Teach - Notice parts for present and past Apply - Say and Write activity Share <p>WS 12 (generative)</p> <ul style="list-style-type: none"> Teach - Notice parts of past tense verbs Apply - List past tense words by adding -ed Share <p>WS 13 (generative)</p> <ul style="list-style-type: none"> Teach - Say and Sort Apply - Say and sort three ways Share <p>WS 14</p> <ul style="list-style-type: none"> Teach - Say and sort ending sounds Apply - Say and sort ending sounds Share <ul style="list-style-type: none"> Anchor Charts Parts of Speech sorts Brainpop Jr. videos SchoolHouse Rock videos 	<ul style="list-style-type: none"> Writing samples Teacher observational anecdotal notes Exit tickets
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LA.L.2.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LA.RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

LA.RF.2.3

Know and apply grade-level phonics and word analysis skills in decoding words.

LA.SL.2.1

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

LA.SL.2.3

Ask and answer questions about what a speaker says in order to clarify

comprehension, gather additional information, or deepen understanding of a topic or issue.

Suggested Modifications for Special Education, ELL and Gifted Students

- Provide many examples to help ELL students understand the meaning of the term *word*.
- Meet with ELL students for a mini small group lesson prior to the whole group lesson.
- Provide IEP and RTI students with a personal word wall.
- Encourage a home/school connection with a flashcard envelope for children struggling with word retention.
- Repeat/act out the directions in several different ways.
- Use short simple sentences for interactive writing.
- Use pictures and objects that children understand and that connect to their homes and neighborhoods.
- Provide children exceeding standards with more words and opportunities to find words in reading selections.

Suggested Technological Innovations/Use

- Smart Board
- YouTube videos
- Online games
- RAZ-kids.com
- Brainpop Jr.
- Spelling City

Cross Curricular/21st Century Connections

- CRP1 Act as responsible and contributing citizen.
- CRP2 Apply appropriate academic and technical skills.
- CRP4 Communicate clearly and effectively and with reason.
- CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11 Use technology to enhance productivity.

TECH.8.1.2.A	Students demonstrate a sound understanding of technology concepts, systems and operations
TECH.8.1.2.C	Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.2.E	Students apply digital tools to gather, evaluate, and use information.

Unit 2

Content Area: **Language Arts**
Course(s): **Lang. Arts**
Time Period: **January**
Length: **Trimester 2**
Status: **Published**

Summary of the Unit

This unit will help the students extend their basic phonological awareness. It is recommended that students be exposed to extensive work in reading aloud and shared reading to develop phonological and phonemic awareness. The second trimester transitions into long vowel sounds but will still continue to strengthen skills previously taught. When choosing lesson from Unit 3, you will be making your selection from 3 categories (spelling, high frequency words and grammar/word structure). It is recommended that you introduce new spelling patterns and new high frequency lessons weekly. As the children develop more independence, the high frequency activities can be completed solely during Daily 5 which will eliminate the need for partner work to follow the introduction of new high frequency word. Add new words to your word wall and provide ample opportunities for your students to use those words within their writing. The grammar skills introduced in this unit are merely an introduction and can be strengthened during the writers' workshop process. As in unit 1, it is recommended that you choose a total 15 mini lessons per week (3 per day) from the Phonics, Spelling and Word Work curriculum and the IRA curriculum. Choose the lessons based on the needs of your students. Included in the Instructional Activities for each topic/lesson are suggested titles from the Sing a Song of Poetry book that correlate with the objectives. These titles are there to supplement your instruction if needed; they are not a mandatory part of the lessons. Depending on your students, you may need to spend additional time on certain lessons. You may also be able to eliminate lessons if your students have already mastered a particular skill. Refer to the Literacy Continuum to determine if your students have reached grade level mastery for each concept.

Enduring Understandings

- People communicate through words.
- People communicate through written text.
- Recognizing the relationship between letters and sounds is the foundation for success as a reader.
- Letter and letter combinations represent sounds.
- Readers use strategies to construct meaning
- Readers recognize the power of words to affect meaning

Essential Questions

- What makes one-word sound different than another?
- How can knowing several high frequency words help me grow as a reader?
- How can I manipulate sounds to make words?
- How can learning a spelling pattern help me with writing?
- How does a writer's spelling impact communication?

Summative Assessment and/or Summative Criteria

- Trimester 2 Benchmark Assessment
- PMA/DRA

Resources

- Fountas & Pinnell Phonics, Spelling and Word Study Lessons
- The Fountas & Pinnell Comprehensive Phonics, Spelling and Word Study Guide
- Irene C. Fountas & Gay Su Pinnell Sing a Song of Poetry
- The Fountas & Pinnell Literacy Continuum

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Spelling			
2 lessons per pattern	<p>Recognize and use more common phonograms with a VC pattern</p> <p style="text-align: center;">-ax -eg -em -ep -ex -ey -ib -ix -on -ox -oy -ud -us</p> <p>Recognize and use phonograms that end with double consonants (VCC)</p> <p style="text-align: center;">-ass -ess -uff</p> <p>Recognize and use phonograms that end with a double vowel (VVC)</p>	<ul style="list-style-type: none"> • Morning Meeting Activities • Sparkle • I Have, Who Has? • Monthly Spelling Menu • Rainbow Words • Pyramid Words • Type It Out • Scrabble • Anchor Charts • Word word activities <p>SP 9 (generative)</p> <ul style="list-style-type: none"> • Teach - Notice parts and create word lists • Apply - Find and Match Lotto with word endings • Share <p>SP 10 (generative)</p> <ul style="list-style-type: none"> ○ Teach - Word Sort activity ○ Apply - Students will complete say and sort activity ○ Share <p>SP 11 (generative)</p>	<ul style="list-style-type: none"> • Spelling Pattern Assessments A or F • Weekly spelling • Writing sample

	<p>-eed -eek</p> <p>-eel -eem</p> <p>-een -eep</p> <p>-eer -eet</p> <p>-ood -oof</p> <p>-ook -ool</p> <p>-oom -oon</p> <p>-oop -oor</p> <p>-oot</p>	<ul style="list-style-type: none"> • Teach - Notice parts and create word lists • Apply - Students will play Follow the Path • Share <p>SP 12</p> <ul style="list-style-type: none"> • Teach - Say and Sort • Apply - Complete two way say and sort • Share <p>SP13 (generative)</p> <ul style="list-style-type: none"> • Teach - Say and sort with vowel teams • Apply - Complete two way say and sort • Share <p>SP 14 (generative)</p> <ul style="list-style-type: none"> ○ Teach - Notice parts and create word lists ○ Apply - Make words and sort them based on vowel team ○ Share 	
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High Frequency Words

<p>7 days (15-17 words per generative lesson)</p>	<p>Recognize and use high frequency words with three or more letters</p> <p>Read and write approximately one hundred high-frequency words</p> <p>Read and write approximately 200 high-frequency words</p>	<p>HFW 3 (generative)</p> <ul style="list-style-type: none"> • Teach - Spelling Check activity • Apply - Students will play Lotto • Share <p>HFW 4 (generative)</p> <ul style="list-style-type: none"> • Teach - Magnetic Letters activity • Apply - Students will play Go Fish • Share <p>HFW 5 (generative)</p> <ul style="list-style-type: none"> • Teach - Spelling Check • Apply - Make/Say/Check/Mix activity • Share <p>HFW 6 (generative)</p> <ul style="list-style-type: none"> • Teach - Open sort activity • Apply - Students will create an open sort • Share <p>HFW 7 (generative)</p> <ul style="list-style-type: none"> • Teach - Hear, say and write letter boxes • Apply - Students will fit words into letter boxes 	<p>High Frequency Word A, B or C</p>
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		<ul style="list-style-type: none"> • Share <p>HFW 8 (generative)</p> <ul style="list-style-type: none"> • Teach - Word ladder activity • Apply - Students will create 4 word ladders • Share <p>HFW 9 (generative)</p> <ul style="list-style-type: none"> • Teach - Letter box activity • Apply - Make/Say/Check/Mix activity • Share 	
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Phonics			
Letter Sound Relationships 8 days	<ul style="list-style-type: none"> • Recognize and use two consonant letters that usually represent one sound at the end of a word • Recognize and use two consonant letters that usually represent one sound in the middle of a word • Recognize and use middle consonant sounds sometimes represented by double consonant letters • Recognize and use consonant clusters at the end of a word • Recognize and use consonant letters that represent two or more different sounds at the beginning of a word 	<p>LSR 10</p> <ul style="list-style-type: none"> • Teach - Say and Sort activity • Apply - Students will complete word sort with word endings • Share <p>LSR 11 (generative)</p> <ul style="list-style-type: none"> • Teach - Notice parts activity • Apply - Students will play concentration • Share <p>LSR 12 (generative)</p> <ul style="list-style-type: none"> • Teach - Notice parts and create a word sort • Apply - Students will play Follow the Path • Share <p>LSR 13</p> <ul style="list-style-type: none"> • Teach - Notice parts and create word list • Apply - Students will play Go Fish • Share <p>LSR 14(generative)LSR 15 (generative)</p> <ul style="list-style-type: none"> • Teach - Magnetic Words • Apply - Students will create a two way sort • Share <p>LSR 16</p> <ul style="list-style-type: none"> ○ Teach - Say and sort word list ○ Apply - Students will complete a two way word sort ○ Share 	Letter Sound Relationships Assessments A, C, J, I o

Grammar/ Word Structure

<p>Word Structure 4 days</p>	<ul style="list-style-type: none"> • Understand the concept of a contraction • Recognize and use contractions with <i>am</i> and <i>are</i> • Recognize and use contractions with <i>will</i> 	<p>WS 6 (generative)</p> <ul style="list-style-type: none"> ○ Teach - Magnetic Letters activity ○ Apply - Students will make words with letter cards ○ Share <p>WS 7 (generative)</p> <ul style="list-style-type: none"> • Teach - See and Say activity • Apply - Make words with word cards • Share <p>WS 8 (generative)</p> <ul style="list-style-type: none"> • Teach - See and say activity • Apply - Students will play concentration • Share 	<p>Word Structure Assessment or J</p>
<p>Nouns 6 days</p>	<ul style="list-style-type: none"> • Recognize and use possessives that add apostrophe and s to singular nouns • Recognize and use plurals that add -es to words • Recognize and use plurals that add -s to words that end with a vowel and y • Recognize and use plurals that add -s to words that end with a consonant and y • Recognize and use plurals that add -es to words after 	<p>WS 9 (generative)</p> <ul style="list-style-type: none"> • Teach - See and say activity • Apply - See and say putting words in sentences. • Share <p>WS 16</p> <ul style="list-style-type: none"> ○ Teach - Notice parts activity ○ Apply - Make words by adding -es ○ Share <p>WS 17</p> <ul style="list-style-type: none"> ○ Teach - Notice parts activity ○ Apply - Students will complete word match activity ○ Share <p>WS 18 (generative)</p> <ul style="list-style-type: none"> ○ Teach - Notice Parts activity ○ Apply - Students will make words by adding -es ○ Share 	<ul style="list-style-type: none"> • Word Solving E, G, H or M • Teacher observations • Work samples

	<p>changing the final f or fe to v</p> <ul style="list-style-type: none"> Recognize and use irregular plurals that change the spelling of a word 	<p>WS 19</p> <ul style="list-style-type: none"> Teach - Notice parts activity Apply - Students will complete make words activity Share <p>WS 20</p> <ul style="list-style-type: none"> Teach - Notice parts activity Apply - Students will play concentration Share 	
Verbs 10 days	<ul style="list-style-type: none"> Recognize and use the endings -s when making a verb agree 	<p>WS 10</p> <ul style="list-style-type: none"> Teach - Notice Parts activity Apply - Students will complete sentence sheet Share 	<ul style="list-style-type: none"> Word Solving F or L Teacher observ Work samples
Adjectives 10 days	Recognize and use the suffixes -er and -est to show comparison	<p>WS 22 (generative)</p> <ul style="list-style-type: none"> Teach - Word building activity Apply - Students will build words and add illustrations Share <p>WS 23 (generative)</p> <ul style="list-style-type: none"> Teach - Notice parts activity Apply - Students will add endings to words to create new words Share 	<ul style="list-style-type: none"> Word Solving I or N Teacher observ Work samples

LA.L.2.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

LA.RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Suggested Modifications for Special Education, ELL and Gifted Students

- Provide many examples to help ELL students understand the meaning of the term *word*.
- Meet with ELL students for a mini small group lesson prior to the whole group lesson.
- Provide IEP and RTI students with a personal word wall.
- Encourage a home/school connection with a flashcard envelope for children struggling with word retention.
- Repeat/act out the directions in several different ways.
- Use short simple sentences for interactive writing.
- Use pictures and objects that children understand and that connect to their homes and neighborhoods.
- Provide children exceeding standards with more words and opportunities to find words in reading selections.

Suggested Technological Innovations/Use

- Smart Board
- YouTube videos
- Online games
- RAZ-kids.com
- Brainpop Jr.
- Spelling City

Cross Curricular/21st Century Connections

- CRP1 Act as responsible and contributing citizen.
- CRP2 Apply appropriate academic and technical skills.
- CRP4 Communicate clearly and effectively and with reason.
- CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP11 Use technology to enhance productivity.

TECH.8.1.2.A	Students demonstrate a sound understanding of technology concepts, systems and operations
TECH.8.1.2.C	Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.2.E	Students apply digital tools to gather, evaluate, and use information.

Unit 3

Content Area: **Language Arts**
Course(s): **Adv. Concepts in Com. Sci. (s), Lang. Arts**
Time Period: **April**
Length: **Sample Length**
Status: **Published**

Summary of the Unit

Trimester 3 will focus on continued mastery of skills taught in trimesters 1 and 2. In addition, new spelling patterns and concepts that go beyond the Literacy Continuum will be introduced. Many of these introductory skills and concepts will be addressed in depth in future grade levels. Just as in trimester 2, when choosing lesson from Unit 3, you will be making your selection from 3 categories (spelling, high frequency words and grammar/word structure). It is recommended that you introduce new spelling patterns and new high frequency lessons weekly.

Enduring Understandings

- Readers employ strategies to help them understand text.
- Punctuation and grammar impact a writer’s message. Readers and writers use phonetic principles to read and spell.
- Knowledge of the principles and patterns of word study will enable readers to decipher words they do not know.

Essential Questions

- How do readers identify and read CVCe words?
- How does knowing word family patterns help learners spell related words?
- How does a learner add, delete or substitute a sound to make a new spoken word?
- How does increasing knowledge of word meaning effect fluency?
- How does the meaning of a root word change by adding a suffix?
- How do readers apply word structure analysis and vocabulary to reading selections?

Summative Assessment and/or Summative Criteria

- Trimester 3 Benchmark
- DRA

Resources

- Fountas & Pinnell Phonics, Spelling and Word Study Lessons
- The Fountas & Pinnell Comprehensive Phonics, Spelling and Word Study Guide

- Irene C. Fountas & Gay Su Pinnell Sing a Song of Poetry
- The Fountas & Pinnell Literacy Continuum

Unit Plan

Topic/Selection Timeframe	General Objectives	Instructional Activities	Benchmarks/Assessments
Spelling			
2 lessons per pattern	<ul style="list-style-type: none"> • Recognize and use phonograms with ending consonant clusters <ul style="list-style-type: none"> -ank -ash -est -ing -ump -unk • Recognize and use phonogram vowel combinations <ul style="list-style-type: none"> -ail -ain -eat • Recognize and use phonogram patterns with vowels and <i>r</i> in single syllable words • Understand that some two syllable words have a double consonant in the middle or at the end 	<ul style="list-style-type: none"> • Anchor Charts • Monthly Spelling Menu • Rainbow Words • Pyramid Words • Type It Out • Scrabble • Morning Meeting activities • Sparkle • I Have, Who Has? • Word Work Activities <p>SP 15 (generative lesson)</p> <ul style="list-style-type: none"> • Teach - Word Chart Activity • Apply - Students make words • Share <p>SP 16 (generative)</p> <ul style="list-style-type: none"> • Teach - Word List Activity • Apply - Students play Follow the Path • Share <p>SP 17 (generative)</p> <ul style="list-style-type: none"> • Teach - Two Way Sort activity • Apply - Students complete two way sort • Share 	Spelling Pattern Assessment C, D, E or F
High Frequency Words			
9 days (15-17 words per generative lesson)	Read and write approximately 200 high-frequency words	<p>HF 1 (generative)</p> <ul style="list-style-type: none"> ○ Teach - List of Words Activity ○ Apply - Students play Follow the Path 	<ul style="list-style-type: none"> • High Frequency Assessments C • High Frequency inventory

		<ul style="list-style-type: none"> ○ Share <p>HFW 2 (generative)</p> <ul style="list-style-type: none"> ○ Teach - Word Card activity ○ Apply - Students play concentration ○ Share <p>HFW 3 (generative)</p> <ul style="list-style-type: none"> ○ Teach - Spelling Check activity ○ Apply - Students play Lotto ○ Share <p>HFW 4 (generative)</p> <ul style="list-style-type: none"> ○ Teach - Magnetic Letters activity ○ Apply - Students play Go Fish ○ Share <p>HFW 5 (generative)</p> <ul style="list-style-type: none"> ○ Teach - Spelling Check activity ○ Apply - Students will play Make/Say/Check/Mix ○ Share <p>HFW 6 (generative)</p> <ul style="list-style-type: none"> ○ Teach - Open sort activity ○ Apply - Students will create an open sort ○ Share <p>HFW 7 (generative)</p> <ul style="list-style-type: none"> ○ Teach - Letter Boxes activity ○ Apply - Students will fill words into appropriate letter boxes ○ Share <p>HFW 8 (generative)</p> <ul style="list-style-type: none"> ○ Teach - Word Ladder activity ○ Apply - Students create word ladders ○ Share <p>HFW 9 (generative)</p> <ul style="list-style-type: none"> ○ Teach - Letter Boxes activity ○ Apply - Students will play Make/Say/Check/Mix ○ Share 	<ul style="list-style-type: none"> ● Writing sam
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Letter Sound

- Recognize and use letter combinations that represent

LSR 18

- Letter Sound R Assessments H

<p>Relationships</p> <p>6 days</p>	<p>long vowel sounds</p> <ul style="list-style-type: none"> ● Recognize and use letter combinations that represent unique vowel sounds ● Recognize and use letter combinations that represent two vowel sounds ● Recognize and use vowel sounds with <i>r</i> 	<ul style="list-style-type: none"> ● Teach - Word Lists Activity ● Apply - Students will complete Making Words Activity ● Share <p>LSR 19 (generative lesson)</p> <ul style="list-style-type: none"> ● Teach - Word Lists Activity ● Apply - Students will play Go Fish ● Share <p>LSR 20</p> <ul style="list-style-type: none"> ● Teach - Say and Sort Activity ● Apply - Students will complete two way sort ● Share <p>LSR 21</p> <ul style="list-style-type: none"> ● Teach - Say and Sort Activity ● Apply - Students will complete word sort activity ● Share <p>LSR 22</p> <ul style="list-style-type: none"> ● Teach - Word Lists Activity ● Apply - Students will play concentration ● Share <p>LSR 23 (generative)</p> <ul style="list-style-type: none"> ● Teach - Word List Activity ● Apply - Students will play Follow the Path ● Share 	<ul style="list-style-type: none"> ● High Frequency inventory ● Writing sample
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Grammar

<p>Word Meaning Vocabulary</p> <p>4 days</p>	<ul style="list-style-type: none"> ● Recognize and use homophones ● Recognize and use homographs ● Recognize and use words with multiple meanings 	<p>WMV 4 (generative)</p> <ul style="list-style-type: none"> ○ Teach - Hear and Say Activity ○ Apply - Students will complete Find and Match activity ○ Share <p>WMV 5 (generative)</p> <ul style="list-style-type: none"> ○ Teach - Hear and Say Activity ○ Apply - Students will complete Find and Match activity ○ Share <p>WMV 6 (generative)</p> <ul style="list-style-type: none"> ○ Teach - Hear and Say Activity ○ Apply - Students will illustrate on a 	<ul style="list-style-type: none"> ● High Frequency inventory ● Writing sample
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		<p>four box activity sheet</p> <ul style="list-style-type: none"> ○ Share <p>WMV 7 (generative)</p> <ul style="list-style-type: none"> ○ Teach - Say and Sort Activity ○ Apply - Students will illustrate on a four box activity sheet ○ Share 	
<p>Word Structure 7 days</p>	<ul style="list-style-type: none"> ● Recognize and use syllables in words with double consonants ● Identify syllables in words with three or more syllables ● Recognize and use common abbreviations ● Recognize and use open syllables ● Recognize and use closed syllables ● Understand the concept of a prefix 	<p>WS 1(generative)</p> <ul style="list-style-type: none"> ○ Teach - Magnetic Syllables activity ○ Apply - Students will make words with word part cards ○ Share <p>WS 2 (generative)</p> <ul style="list-style-type: none"> ○ Teach - Say and Sort Activity ○ Apply - Students will complete four way say and sort ○ Share <p>WS 3 (generative)</p> <ul style="list-style-type: none"> ○ Teach - Notice Parts activity ○ Apply - Students will play Lotto ○ Share <p>WS 15</p> <ul style="list-style-type: none"> ○ Teach - Notice Parts with abbreviations ○ Apply - Students will play Lotto ○ Share <p>WS 26 (generative)</p> <ul style="list-style-type: none"> ○ Teach - Notice Parts with open syllables ○ Apply - Students will notice parts to create word lists ○ Share <p>WS 27 (generative)</p>	<ul style="list-style-type: none"> ● Word Structure Assessment ● Writing sample

		<ul style="list-style-type: none"> ○ Teach - Notice parts with closed syllables ○ Apply - Students will make words and divide syllables ○ Share <p>WS 28 (generative)</p> <ul style="list-style-type: none"> ○ Teach - Magnetic Letter activity ○ Apply - Students will notice parts and divide words ○ Share 	
Nouns 2 days	Recognize and use the suffixes -er, -or, -ar, and -ist to form a noun	<ul style="list-style-type: none"> ● WS 24(generative) <ul style="list-style-type: none"> ○ Teach - Notice parts adding the -er suffix ○ Apply - Create a word list with -er suffix ○ Share ● WS 25 (generative) <ul style="list-style-type: none"> ○ Teach - Make words by adding -er ○ Apply - Play Lotto with -er words ○ Share 	<ul style="list-style-type: none"> ● Word Structure Assessment I c ● Writing sample
Verbs 2 days	Understand that several basic rules govern the spelling of words with suffixes	<ul style="list-style-type: none"> ● WS 21 (generative) <ul style="list-style-type: none"> ○ Teach - Make words by adding or changing the suffix ○ Apply - Sort words by spelling of suffix ○ Share 	<ul style="list-style-type: none"> ● Word Structure Assessment I c ● Writing sample

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LA.L.2.4

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TECH.8.1.2.C	Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
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