

# Grade 2 Introduction

Content Area: **Language Arts**  
Course(s): **Language Arts**  
Time Period:  
Length: **School Year**  
Status: **Published**

## **Statement of Purpose**

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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

Heggerty - 10 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.*)

## **Table of Contents**

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There are 3 units within the curriculum.

Statement of Purpose

Trimester 1-Unit 1

Trimester 2-Unit 2

Trimester 3-Unit 3

# Unit 1

Content Area: **Language Arts**  
Course(s):  
Time Period: **1st Trimester**  
Length: **Trimester 1**  
Status: **Published**

## Summary of the Unit

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Unit 1 focuses on early phonemic awareness skills related to short and long vowel sounds, consonant blends, consonant digraphs and vowel teams. In addition, students will expand their high-frequency word vocabulary and be introduced to basic grammar concepts. Students will also 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. 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. 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. All skills and concepts taught in Unit 1 should be taught to mastery. During Trimester 1, Heggerty should be completed each week following the teacher manual. You should complete weeks 8-14 during this trimester.

## Enduring Understandings

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- 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

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- 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
- Reading Record / BAS

## Resources

- 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 Lessons/Activities	Benchmarks/ Assessments
<b>Launching Word Work</b>			
<ul style="list-style-type: none"> <li>• 2 days of training followed by implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Build stamina and develop independence while working with word work materials.</li> <li>• List procedures for how to use word work materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Create an anchor chart with student expectations (start right away, work the entire time, practice high-frequency vocabulary and spelling skills).</li> <li>• Include letter magnets, dry erase boards, magnetic boards, dry erase markers and word cards in word work center.</li> <li>• Model behaviors for the students and select students to model for the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> </ul>
<b>Spelling</b>			

<p>2 weeks per pattern (These lessons can be generative)</p>	<ul style="list-style-type: none"> <li>Recognize and use more common phonograms with a VC pattern</li> </ul> <p>(Suggested patterns)</p> <p>-at      -en</p> <p>-an      -et</p> <p>-am      -ed</p> <p>-ip      -ob</p> <p>-it      -ot</p> <p>-ig      -og</p> <p>-im      -op</p> <p>-ub      -un</p> <p>-ug      -um</p> <ul style="list-style-type: none"> <li>Recognize and use phonograms with beginning consonant blends</li> </ul> <p>Consonant blends:</p> <p>r blends</p> <p>l blends</p> <p>s blends</p> <ul style="list-style-type: none"> <li>Recognize and use phonograms with vowel consonant silent e pattern (VCe)</li> </ul> <p>(Suggested patterns)</p> <p>-ake    -ave</p> <p>-ape    -ame</p> <p>-ive    -ime</p>	<p>SP 1 (generative)</p> <ul style="list-style-type: none"> <li>Teach - Word list activity</li> <li>Apply - Make ten word activity</li> <li>Share</li> </ul> <p>SP 2 (generative)</p> <ul style="list-style-type: none"> <li>Teach - Word list activity</li> <li>Apply - Make ten word activity</li> <li>Share</li> </ul> <p>SP 3 (generative)</p> <ul style="list-style-type: none"> <li>Teach - Word list activity</li> <li>Apply - Students will complete word pair activity</li> <li>Share</li> </ul> <p>SP 4 (generative)</p> <ul style="list-style-type: none"> <li>Teach - Say and sort activity</li> <li>Apply - Say and sort activity</li> <li>Share</li> </ul> <p>SP 5 (generative)</p> <ul style="list-style-type: none"> <li>Teach - Notice parts activity</li> <li>Apply - Students will play concentration</li> <li>Share</li> </ul> <p>SP 6 (generative)</p>	<ul style="list-style-type: none"> <li>Spelling application in writing samples</li> <li>Spelling tests</li> </ul>
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<p>-ike -ine</p> <p>-ide -ile</p> <p>-ose -oke</p> <p>-ole -ose</p> <p>-one -ube</p> <p>-ude -use</p> <p>-ule -ume</p> <p>• Recognize and use phonograms with consonant digraphs</p> <p>sh</p> <p>ch</p> <p>th</p> <p>ck</p> <p>wh</p> <p>ph</p> <p>• Recognize and use phonograms with predictable vowel teams</p> <p>oa</p> <p>ay/ai</p> <p>aw/au</p> <p>oy/oi</p> <p>• Recognize and use phonograms with unpredictable vowel teams</p>	<p>• Teach - Notice parts activity</p> <p>• Apply - Students will make words and sort them</p> <p>• Share</p> <p>SP 11 (generative)</p> <p>• Teach - Say and sort activity</p> <p>• Apply - Say and sort activity</p> <p>• Share</p> <p>SP 12 (generative)</p> <p>• Teach - Say and sort activity</p> <p>• Apply - Say and sort activity</p> <p>• Share</p> <p>SP 13 (generative)</p> <p>• Teach - Say and sort activity</p> <p>• Apply - Say and sort activity</p> <p>• Share</p> <p>SP 14 (generative)</p> <p>• Teach - Say and sort activity</p> <p>• Apply - Say and sort activity</p> <p>• Share</p>	
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SP 15 (generative)

- Teach - Say and sort activity
- Apply - Say and sort activity
- Share
  
- Monthly Spelling Menu
- Rainbow Words
- Pyramid Words
- Type It Out
- Scrabble

High Frequency Words

Introduce 6-8 words every two weeks

Identify and read high frequency words.

HFW 1-9 (generative)

- Teach - Words to know activity
- Apply - Students will engage in the suggested instructional act
- Activity for each lesson.
- Share

Observe the extent to which the students make successful attempts at reading new high frequency words.

Phonics

<p>Letter Sound Relationships</p> <p>Refer to the pacing guide to determine the order of the lessons.</p>	<ul style="list-style-type: none"> <li>• Recognize and say consonant clusters that blend two or three consonant sounds</li> <li>• Hear and identify long vowel sounds in words and the letters that represent them</li> <li>• Recognize and use long vowel sounds in words with silent e</li> <li>• Contrast short and long vowel sounds in words</li> <li>• Recognize and use two consonant letters that usually represent one sound at the end of a word</li> <li>• Recognize and use two consonant two consonant letters that represent one sound in the middle of a word</li> <li>• Recognize and use letter combinations that represent long vowel sounds</li> <li>• Recognize and use letter combinations that represent unique vowel sounds</li> <li>• Recognize and use letter combinations that represent two different vowel sounds</li> </ul>	<p>LSR 3 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Notice parts activity</li> <li>• Apply - May/Say/Check/Mix activity</li> <li>• Share</li> </ul> <p>LSR 4 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Notice parts when reading poetry</li> <li>• Apply - Notice parts when reading poetry</li> <li>• Share</li> </ul> <p>LSR 5 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Notice parts word sort</li> <li>• Apply - Notice parts word sort</li> <li>• Share</li> </ul> <p>LSR 6 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Say and Sort</li> <li>• Apply - Make twenty words activity</li> <li>• Share</li> </ul> <p>LSR 7 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Say and Sort</li> <li>• Apply - Say and Sort three way sort</li> <li>• Share</li> </ul> <p>LSR 8 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Say and Sort</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling application in writing samples</li> <li>• Spelling tests</li> </ul>
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		<ul style="list-style-type: none"><li>• Apply - Students will play concentration</li><li>• Share</li></ul> <p>LSR 10</p> <ul style="list-style-type: none"><li>• Teach - Say and Sort</li><li>• Apply - Say and Sort 3 way sort</li><li>• Share</li></ul> <p>LSR 11 (generative)</p> <ul style="list-style-type: none"><li>• Teach - Notice parts</li><li>• Apply - Students will play concentration</li><li>• Share</li></ul> <p>LSR 18</p> <ul style="list-style-type: none"><li>• Teach - Notice parts</li><li>• Apply - Students will Make Words two way sort</li><li>• Share</li></ul> <p>LSR 19 (generative)</p> <ul style="list-style-type: none"><li>• Teach - Notice parts</li><li>• Apply - Students will play Go Fish</li><li>• Share</li></ul> <p>LSR 20</p> <ul style="list-style-type: none"><li>• Teach - Say and Sort</li><li>• Apply - Students will Say and Sort using two way sort</li><li>• Share</li></ul>	
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LSR 21

- Teach - Say and Sort
- Apply - Students will Say and Sort using two way sort
- Share

LSR 22

- Teach - Notice Patterns
- Apply - Students will play concentration
- Share

<p>Word Solving Actions</p> <p>Refer to the pacing guide to determine the order of the lessons.</p>	<ul style="list-style-type: none"> <li>• Use knowledge of letter sound relationships to monitor word solving accuracy</li> <li>• Recognize and use onsets and rimes to read words</li> <li>• Use onsets and rimes in known words to read and write other words with the same part</li> <li>• Add a consonant cluster or digraph to the beginning or end of a word</li> <li>• Remove a consonant cluster or digraph from the beginning or end of a word</li> <li>• Use known words to spell an unknown word</li> </ul>	<p>WSA 4 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Hear, Say and Write Sound boxes with poetry</li> <li>• Apply - Hear, Say and Write Sound boxes with poetry</li> <li>• Share</li> </ul> <p>WSA 5 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Notice parts activity</li> <li>• Apply - Notice parts word sort</li> <li>• Share</li> </ul> <p>WSA 6 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Notice parts If You Know activity</li> <li>• Apply - Notice parts flip book</li> <li>• Share</li> </ul> <p>WSA 9 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Notice parts - consonant clusters or digraphs</li> <li>• Apply - Make words with consonant clusters or digraphs</li> <li>• Share</li> </ul> <p>WSA 10 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Notice parts - consonant clusters or digraphs</li> <li>• Apply - Make words with consonant</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling application in writing samples</li> <li>• Spelling tests</li> </ul>
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		<p>clusters or digraphs</p> <ul style="list-style-type: none"><li>• Share</li></ul> <p>WSA 15</p> <ul style="list-style-type: none"><li>• Teach - Notice parts activity</li><li>• Apply - Students will notice parts and make connections between words</li><li>• Share</li></ul>	
Grammar			

<p>Word Meaning Vocabulary</p> <p>Refer to the pacing guide to determine the order of the lessons.</p>	<ul style="list-style-type: none"> <li>• Recognize and use concept words</li> </ul>	<p>WMV 1</p> <ul style="list-style-type: none"> <li>• Teach - Map words using a web</li> <li>• Apply - Map words using a web</li> <li>• Share</li> </ul>	<ul style="list-style-type: none"> <li>• Word Meaning Vocabulary Assessments A, B, C or G</li> </ul>
<p>Word Structure</p> <p>Refer to the pacing guide to determine the order of the lessons.</p>	<ul style="list-style-type: none"> <li>• Recognize and use the ending -s when making a verb agree with it's subject</li> <li>• Recognize and use the ending -ed when forming the past tense of a verb</li> <li>• Understand that the ending -ed can represent several different sounds</li> </ul>	<p>WS 10 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Notice parts</li> <li>• Apply - Sentence sheets</li> <li>• Share</li> </ul> <p>WS 11 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Notice parts for present and past</li> <li>• Apply - Say and Write activity</li> <li>• Share</li> </ul> <p>WS 12 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Notice parts of past tense verbs</li> <li>• Apply - List past tense words by adding -ed</li> <li>• Share</li> </ul> <p>WS 13 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Say and Sort</li> <li>• Apply - Say and sort three ways</li> <li>• Share</li> </ul> <p>WS 14</p> <ul style="list-style-type: none"> <li>• Teach - Say and sort</li> </ul>	<ul style="list-style-type: none"> <li>• Writing samples</li> <li>• Teacher observation/ anecdotal notes</li> <li>• Exit tickets</li> </ul>



		<p>ending sounds</p> <ul style="list-style-type: none"> <li>• Apply - Say and sort ending sounds</li> <li>• Share</li>   <li>• Anchor Charts</li> <li>• Parts of Speech sorts</li> <li>• Brainpop Jr. videos</li> <li>• SchoolHouse Rock videos</li> </ul>	
<p>Sentences</p> <p>Review sentences as needed throughout the trimester.</p>	<ul style="list-style-type: none"> <li>• Recognize and use appropriate sentence structure</li> <li>• Recognize and use various types of sentences</li> <li>• Recognize and use proper capitalization and ending marks</li> <li>• Recognize and use connecting words</li> </ul>	<ul style="list-style-type: none"> <li>• Morning meeting messages</li> <li>• Daily edits</li> <li>• Anchor charts</li> <li>• Sentence scramble</li> <li>• Build a sentence</li> <li>• Stretch a sentence</li> </ul>	<ul style="list-style-type: none"> <li>• Writing samples</li> <li>• Teacher observation/ anecdotal notes</li> <li>• Exit tickets</li> </ul>

		<ul style="list-style-type: none"> <li>• Brainpop Jr. videos</li> </ul>	
<p>Nouns</p> <p>Review nouns as needed throughout the trimester.</p>	<ul style="list-style-type: none"> <li>• Recognize and use common and proper nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Morning meeting messages</li> <li>• Daily edits</li> <li>• Anchor charts</li> <li>• Brainpop Jr. videos</li> <li>• Parts of speech sorting activities</li> </ul>	<ul style="list-style-type: none"> <li>• Writing samples</li> <li>• Teacher observation/ anecdotal notes</li> <li>• Exit tickets</li> </ul>
<b>Heggerty</b>			
<p>Week 8-14</p>	<ul style="list-style-type: none"> <li>• Rhyme Production with a rime or word</li> <li>• Isolating the initial phoneme (first sound) in spoken words</li> <li>• Blending phonemes (sounds) into spoken words</li> <li>• Isolating medial phonemes (vowels) in spoken words</li> <li>• Segmenting spoken words into phonemes</li> <li>• Adding initial phonemes to spoken words</li> <li>• Deleting initial phonemes from spoken words</li> <li>• Substituting the initial phoneme in spoken words</li> </ul>	<p>Heggerty Phonemic Awareness Manual</p>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student participation</li> </ul>

## Standards

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ELA.L.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
ELA.L.RF.2.3.A	Know spelling-sound correspondences for common vowel teams.
ELA.L.RF.2.3.D	Identify words with inconsistent but common spelling-sound correspondences.
ELA.L.RF.2.3.E	Recognize and read grade-appropriate irregularly spelled words.
ELA.L.RF.2.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
ELA.L.RF.2.3.G	Identify the parts of high-frequency words that are regular and the parts that are irregular.
ELA.L.WF.2.2	Demonstrate command of the conventions of encoding and spelling.
ELA.L.WF.2.2.A	Regular, single-syllable words that include:
ELA.L.WF.2.2.A.i	Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
ELA.L.WF.2.2.A.iii	Less common vowel teams for long vowels (ow, oo, au, ou, ue).
ELA.L.WF.2.2.C.ii	dropping silent-e (smiled, paving).
ELA.L.WF.2.2.D	Most often used words in English:
ELA.L.WF.2.2.D.i	Irregular words (against, many, enough, does).
ELA.L.WF.2.2.D.ii	Pattern-based words (which, kind, have).
ELA.L.WF.2.3	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
ELA.L.WF.2.3.D	Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
ELA.SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
ELA.SL.AS.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

## Suggested Modifications for Special Education, ELL and Gifted Students

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- 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**

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- Smart Board
- YouTube videos
- Online games
- My Reading Academy
- RAZ-kids.com
- Brainpop Jr.

### **Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice**

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21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts.

# Unit 2

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

## Summary of the Unit

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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 more complex spelling patterns but will still continue to strengthen skills previously taught. It is recommended that you introduce new spelling patterns every two weeks. Add new words to your word wall and/or the students' personal word walls while providing 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 morning meeting and writing lessons. 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. During Trimester 2, Heggerty should be completed each week following the teacher manual. You should complete weeks 15-22 during this trimester.

## Enduring Understandings

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- 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

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- What makes one-word sound different from 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?

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### Summative Assessment and/or Summative Criteria

- Trimester 2 Benchmark Assessment
- Reading records

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### 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

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### Unit Plan

Topic/Selection	General Objectives	Instructional	Benchmarks/Assessments
Timeframe		Lessons/Activities	
Spelling			

<p>2 weeks per pattern (These lessons can be generative)</p>	<p>Recognize and use phonograms with vowel teams -igh and -y</p> <p>-igh</p> <p>-y</p> <p>Recognize and use phonograms with r controlled vowels</p> <p>-ar</p> <p>-or</p> <p>Recognize and use phonograms with r controlled vowels</p> <p>-ir</p> <p>-ur</p> <p>-er</p> <p>Recognize and use phonograms with complex consonants hard/soft g and c</p> <p>gentle/gaze</p> <p>cent/cube</p> <p>Recognize and use phonograms with complex consonants kn, gn, and wr</p>	<p>SP 16 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Word lists</li> <li>• Apply - Follow the path</li> <li>• Share</li> </ul> <ul style="list-style-type: none"> <li>• Morning Meeting Activities</li> <li>• Sparkle</li> <li>• I Have, Who Has?</li> <li>• Monthly Spelling Menu</li> <li>• Rainbow Words</li> <li>• Pyramid Words</li> <li>• Type It Out</li> <li>• Scrabble</li> <li>• Anchor Charts</li> <li>• Word word activities</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling application in writing samples</li> <li>• Spelling tests</li> </ul>
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	<p>knee</p> <p>gnaw</p> <p>wrong</p>		
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High Frequency Words

<p>Introduce 6-8 words every two weeks</p>	<p>Identify and read high frequency words.</p>	<p>HFV 1-9 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Words to know activity</li> <li>• Apply - Students will engage in the suggested instructional act</li> <li>• Activity for each lesson.</li> <li>• Share</li> </ul>	<p>Observe the extent to which the students make successful attempts at reading new high frequency words.</p>
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Phonics

<p>Letter Sound Relationships</p> <p>Refer to the pacing guide to determine the order of the lessons.</p>	<ul style="list-style-type: none"> <li>• Recognize and use y as a vowel sound.</li> <li>• Recognize and use consonant letters that represent two or more different sounds at the beginning of a word.</li> <li>• Recognize and use vowel sounds with r.</li> </ul>	<p>LSR 9</p> <ul style="list-style-type: none"> <li>• Teach - Say and Sort</li> <li>• Apply - Two way sort</li> <li>• Share</li> </ul> <p>LSR 16</p> <ul style="list-style-type: none"> <li>• Teach - Say and Sort</li> <li>• Apply - Two way sort</li> <li>• Share</li> </ul> <p>LSR 17 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Notice patterns</li> <li>• Apply - Concentration</li> <li>• Share</li> </ul> <p>LSR 23 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Notice parts</li> <li>• Apply - Follow the Path</li> <li>• Share</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling application in writing samples</li> <li>• Spelling tests</li> </ul>
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<p>Word Solving Actions</p> <p>Refer to the pacing guide to determine the order of the lessons.</p>	<ul style="list-style-type: none"> <li>• Recognize the sequence of letters to read a word or word part.</li> <li>• Identify words that have the same letter pattern and use them to solve an unknown word.</li> <li>• Use a study routine to spell a word: choose, write, build, mix, fix, mix.</li> <li>• Use a study routine to spell a word: look, say, cover, write, and check.</li> <li>• Attempt to spell an unknown word.</li> </ul>	<p>WSA 3</p> <ul style="list-style-type: none"> <li>• Teach - Hear, Say, and Write: Sound and Letter Boxes</li> <li>• Apply - Sound and Letter Boxes</li> <li>• Share</li> </ul> <p>WSA 7 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Notice Parts</li> <li>• Apply - Word Pairs</li> <li>• Share</li> </ul> <p>WSA 13</p> <ul style="list-style-type: none"> <li>• Teach - Magnetic Letters</li> <li>• Apply - Students will make words with magnetic letters</li> <li>• Share</li> </ul> <p>WSA 14</p> <ul style="list-style-type: none"> <li>• Teach - Look/Say/Cover/Write/Check</li> <li>• Apply - Look/Say/Cover/Write/Check</li> <li>• Share</li> </ul> <p>WSA 16</p> <ul style="list-style-type: none"> <li>• Teach - Hear, Say and Write letter boxes</li> <li>• Apply - Hear, Say and Write letter boxes and list sheet</li> <li>• Share</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling application in writing samples</li> <li>• Spelling tests</li> </ul>
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<b>Grammar/ Word Structure</b>			

<p>Word Structure</p> <p>Refer to the pacing guide to determine the order of the lessons.</p>	<ul style="list-style-type: none"> <li>• Understand the concept of a contraction</li> <li>• Recognize and use contractions with am and are</li> <li>• Recognize and use contractions with will</li> <li>• Recognize and use possessives that add apostrophe and s to singular nouns</li> <li>• Recognize and use plurals that add -es to words.</li> <li>• Recognize and use plurals that add -s to words that end with a vowel and y.</li> <li>• Recognize and use plurals that add -es to words that end with a</li> </ul>	<p>WS 6 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Make words</li> <li>• Apply - Letter cards</li> <li>• Share</li> </ul> <p>WS 7 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - See and Say activity</li> <li>• Apply - Make words with word cards</li> <li>• Share</li> </ul> <p>WS 8 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - See and say activity</li> <li>• Apply - Students will play concentration</li> <li>• Share</li> </ul> <p>WS 9 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - See and say activity</li> <li>• Apply - See and say putting words in sentences.</li> <li>• Share</li> </ul> <p>WS 16</p> <ul style="list-style-type: none"> <li>• Teach - Notice parts activity</li> <li>• Apply - Make words by adding -es</li> <li>• Share</li> </ul> <p>WS 17</p> <ul style="list-style-type: none"> <li>• Teach - Notice parts activity</li> </ul>	<ul style="list-style-type: none"> <li>• Writing samples</li> <li>• Teacher observation/ anecdotal notes</li> <li>• Exit tickets</li> </ul>
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	<p>consonant and y.</p> <ul style="list-style-type: none"> <li>Recognize and use plurals that add -es to words after changing the final f or fe to v.</li> <li>Recognize and use irregular plurals that change the spelling of the word.</li> <li>Understand that several basic rules govern the spelling of words with suffixes.</li> <li>Recognize and use the suffixes -er and -est to show comparison.</li> <li>Understand the concept of a prefix.</li> </ul>	<ul style="list-style-type: none"> <li>Apply - Students will complete word match activity</li> <li>Share</li> </ul> <p>WS 18 (generative)</p> <ul style="list-style-type: none"> <li>Teach - Notice Parts activity</li> <li>Apply - Students will make words by adding -es</li> <li>Share</li> </ul> <p>WS 19</p> <ul style="list-style-type: none"> <li>Teach - Notice parts activity</li> <li>Apply - Students will complete make words activity</li> <li>Share</li> </ul> <p>WS 20</p> <ul style="list-style-type: none"> <li>Teach - Notice parts activity</li> <li>Apply - Students will play concentration</li> <li>Share</li> </ul> <p>WS 21 (generative)</p> <ul style="list-style-type: none"> <li>Teach - Make Words</li> <li>Apply - Three column sort</li> <li>Share</li> </ul> <p>WS 22 (generative)</p>	
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- Teach - Word building activity
- Apply - Students will build words and add illustrations
- Share

WS 23 (generative)

- Teach - Notice parts activity
- Apply - Students will add endings to words to create new words
- Share

WS 28 (generative)

- Teach - Make Words
- Apply - Word Division
- Share

<p>Nouns</p> <p>Review nouns as needed throughout the trimester.</p>	<ul style="list-style-type: none"> <li>• Recognize and use common and proper nouns, pronouns, possessive nouns, singular and plural nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Morning meeting messages</li> <li>• Daily edits</li> <li>• Anchor charts</li> <li>• Brainpop Jr. videos</li> <li>• Parts of speech sorting activities</li> </ul>	<ul style="list-style-type: none"> <li>• Writing samples</li> <li>• Teacher observation/ anecdotal notes</li> <li>• Exit tickets</li> </ul>
<p>Verbs</p> <p>Review verbs as needed throughout the trimester.</p>	<ul style="list-style-type: none"> <li>• Recognize and use verbs in past, present, and future tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Morning meeting messages</li> <li>• Daily edits</li> <li>• Anchor charts</li> <li>• Brainpop Jr. videos</li> <li>• Parts of speech sorting activities</li> </ul>	<ul style="list-style-type: none"> <li>• Writing samples</li> <li>• Teacher observation/ anecdotal notes</li> <li>• Exit tickets</li> </ul>
<p>Adjectives</p> <p>Review adjectives as needed throughout the trimester.</p>	<ul style="list-style-type: none"> <li>• Identify and use adjectives to describe nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Morning meeting messages</li> <li>• Daily edits</li> <li>• Anchor charts</li> <li>• Brainpop Jr. videos</li> <li>• Parts of speech sorting activities</li> </ul>	<ul style="list-style-type: none"> <li>• Writing samples</li> <li>• Teacher observation/ anecdotal notes</li> <li>• Exit tickets</li> </ul>
<p>Sentences</p> <p>Review sentences as needed throughout the trimester.</p>	<ul style="list-style-type: none"> <li>• Recognize and use appropriate sentence structure</li> <li>• Recognize and use various types of sentences</li> <li>• Recognize and use proper capitalization and ending marks</li> <li>• Recognize and use connecting words</li> </ul>	<ul style="list-style-type: none"> <li>• Morning meeting messages</li> <li>• Daily edits</li> <li>• Anchor charts</li> <li>• Sentence scramble</li> <li>• Build a sentence</li> <li>• Stretch a sentence</li> <li>• Brainpop Jr. videos</li> </ul>	<ul style="list-style-type: none"> <li>• Writing samples</li> <li>• Teacher observation/ anecdotal notes</li> <li>• Exit tickets</li> </ul>

<p>Week 15-22</p>	<ul style="list-style-type: none"> <li>• Manipulating initial phones by adding, delting, and substituting to make new words.</li> <li>• Isolating the medial or vowel sounds in spoken words.</li> <li>• Blending phonemes or sounds.</li> <li>• Segmenting a spoken word into individual phonemes/sounds.</li> <li>• Manipulating final phonemes by adding, deleting, and substituting sounds to make new words.</li> <li>• Blending four or five phonemes or sounds in spoken words.</li> <li>• Segmenting a spoken word into individual phonemes/sounds.</li> <li>• Manipulating phonemes within words by adding and deleting phonemes with consonant blends.</li> </ul>	<ul style="list-style-type: none"> <li>• Heggerty Phonemic Awareness Teacher Manual</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student participation</li> </ul>
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ELA.L.RF.2.3.A	Know spelling-sound correspondences for common vowel teams.
ELA.L.RF.2.3.C	Decode words with common prefixes and suffixes.
ELA.L.RF.2.3.E	Recognize and read grade-appropriate irregularly spelled words.
ELA.L.RF.2.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
ELA.L.WF.2.1.B.ii	Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.
ELA.L.WF.2.2.A.i	Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
ELA.L.WF.2.2.A.iii	Less common vowel teams for long vowels (ow, oo, au, ou, ue).
ELA.L.WF.2.2.A.iv	Vowel-r combinations (turn, star, third, four/for).
ELA.L.WF.2.2.A.v	Contractions (we'll; I'm; they've; don't).
ELA.L.WF.2.2.A.vii	Plurals and possessives (its, it's).
ELA.L.WF.2.2.B.i	Combine closed, open, vowel team, vowel –r and CVC syllables (compete; robot; violet; understand).
ELA.L.WF.2.2.B.iii	Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
ELA.L.WF.2.2.D.i	Irregular words (against, many, enough, does).
ELA.L.WF.2.2.D.ii	Pattern-based words (which, kind, have).
ELA.L.WF.2.3.F	Use an apostrophe to form contractions and frequently occurring possessives.
ELA.L.VL.2.2.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).
ELA.SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

### **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**

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- Smart Board
- YouTube videos
- Online games
- My Reading Academy
- RAZ-kids.com
- Brainpop Jr.

## **Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice**

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21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts.

# Unit 3

Content Area: **Language Arts**  
Course(s):  
Time Period: **3rd Trimester**  
Length: **Trimester 3**  
Status: **Published**

## Summary of the Unit

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Trimester 3 will focus on continued mastery of skills taught in trimesters 1 and 2. In addition, new spelling patterns and concepts will be introduced. Many of these introductory skills and concepts will be addressed in depth in future grade levels. Just as in trimester 2, choose the lessons based on the needs of your students. It is recommended that you introduce new spelling patterns every two weeks. 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. During Trimester 3, Heggerty should be completed each week following the teacher manual. You should complete weeks 23-30 during this trimester.

## Enduring Understandings

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- 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

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- 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 affect 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

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- Trimester 3 Benchmark

- Reading records/BAS

## Resources

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- 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

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Topic/Selection Timeframe	General Objectives	Instructional Lessons/Activities	Benchmarks/Assessments
<b>Spelling</b>			
2 weeks per pattern  (These lessons can be generative)	<ul style="list-style-type: none"> <li>• Recognize and use phonograms with complex consonants -tch.</li> </ul> <p>-atch -etch -itch -utch</p> <ul style="list-style-type: none"> <li>• Recognize and use phonogram patterns VCC ending double consonants</li> </ul> <p>-uff      -odd  -all      -ass</p>	<p>(Utilize generative lessons of your choice to introduce and teach complex consonants -tch)</p> <p>SP7</p> <ul style="list-style-type: none"> <li>• Teach - Notice Parts</li> <li>• Apply - List Sheet</li> <li>• Share</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling application in writing samples</li> <li>• Spelling tests</li> </ul>

	<p>-ill            -uzz</p> <p>-iff            -iss</p> <p>-ell            -ell</p> <p>-oss</p> <p>• Understand that some two syllable words have a double consonant in the middle or at the end</p>	<p>SP8 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Say and Sort</li> <li>• Apply - Three Way Sort</li> <li>• Share</li> </ul> <p>SP9 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Notice Parts</li> <li>• Apply -Lotto Board Game</li> <li>• Share</li> </ul> <p>SP10 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Say and Sort</li> <li>• Apply - Four Way Word Sort</li> <li>• Share</li> </ul> <p>SP 17 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Two Way Sort activity</li> <li>• Apply - Students complete two way sort</li> <li>• Share</li> <li>• Anchor Charts</li> <li>• Monthly Spelling Menu</li> <li>• Rainbow Words</li> <li>• Pyramid Words</li> <li>• Type It Out</li> </ul>	
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		<ul style="list-style-type: none"> <li>• Scrabble</li> <li>• Morning Meeting activities</li> <li>• Sparkle</li> <li>• I Have, Who Has?</li> <li>• Word Work Activities</li> </ul>	
High Frequency Words			
Introduce 6-8 words every two weeks	Identify and read high frequency words.	<p>HFW 1-9 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Words to know activity</li> <li>• Apply - Students will engage in the suggested instructional act</li> <li>• Activity for each lesson.</li> <li>• Share</li> </ul>	<ul style="list-style-type: none"> <li>• Observe the extent to which the students make successful attempts at reading new high frequency words.</li> </ul>
Phonics			
<p>Letter Sound Relationships</p> <p>Refer to the pacing guide to determine the order of the lessons.</p>	<ul style="list-style-type: none"> <li>• Recognize and use ending consonant sounds sometimes represented by double consonant letters</li> <li>• Recognize and use middle consonant sounds sometimes represented by double consonant letters</li> <li>• Recognize and use consonant clusters at the end of a word</li> </ul>	<p>LSR 1</p> <ul style="list-style-type: none"> <li>• Teach - Notice parts activity</li> <li>• Apply - Students will play Go Fish</li> <li>• Share</li> </ul> <p>LSR 12 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Notice parts and create a word sort</li> <li>• Apply - Students will play Follow the Path</li> <li>• Share</li> </ul> <p>LSR 13</p> <ul style="list-style-type: none"> <li>• Teach - Notice parts and create word list</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling application in writing samples</li> <li>• Spelling tests</li> </ul>

		<ul style="list-style-type: none"> <li>• Apply - Students will play Go Fish</li> <li>• Share</li> </ul> <p>LSR 14 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Make Words</li> <li>• Apply - Students will create a two way sort</li> <li>• Share</li> </ul> <p>LSR 15 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Magnetic Words</li> <li>• Apply - Students will create a two way sort</li> <li>• Share</li> </ul>	
<p>Word Structure</p> <p>Refer to the pacing guide to determine the order of the lessons.</p>	<ul style="list-style-type: none"> <li>• Recognize and use syllables in words with double consonants</li> <li>• Identify syllables in words with three or more syllables</li> </ul>	<p>WS 1(generative)</p> <ul style="list-style-type: none"> <li>• Teach - Magnetic Syllables activity</li> <li>• Apply - Students will make words with word part cards</li> <li>• Share</li> </ul> <p>WS 2 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Say and Sort Activity</li> <li>• Apply - Students will complete four way say and sort</li> <li>• Share</li> </ul> <p>WS 3 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Notice Parts activity</li> </ul>	<ul style="list-style-type: none"> <li>• Writing samples</li> <li>• Teacher observation/ anecdotal notes</li> <li>• Exit tickets</li> </ul>

	<ul style="list-style-type: none"> <li>• Recognize and use compound words</li> </ul>	<ul style="list-style-type: none"> <li>• Apply - Students will play Lotto</li> <li>• Share</li> </ul>	
		<p>WS 4 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Notice parts of compound words</li> <li>• Apply - Notice and illustrate parts of compound words</li> <li>• Share</li> </ul>	
	<ul style="list-style-type: none"> <li>• Recognize and use compound words that have frequently used words</li> </ul>		
		<p>WS 5 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Make words with every and some</li> <li>• Apply - Make twenty words using compound words</li> <li>• Share</li> </ul>	
	<ul style="list-style-type: none"> <li>• Recognize and use open syllables</li> </ul>		
		<p>WS 26 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Notice Parts with open syllables</li> <li>• Apply - Students will notice parts to create word lists</li> <li>• Share</li> </ul>	
	<ul style="list-style-type: none"> <li>• Recognize and use closed syllables</li> </ul>		
		<p>WS 27 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Notice parts with closed syllables</li> <li>• Apply - Students will make words and divide syllables</li> <li>• Share</li> </ul>	
	<ul style="list-style-type: none"> <li>• Understand the concept of a prefix</li> </ul>		



		<p>WS 28 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Magnetic Letter activity</li> <li>• Apply - Students will notice pars and divide words</li> <li>• Share</li> </ul>	
<p>Word Solving Actions</p> <p>Refer to the pacing guide to determine the order of the lessons.</p>	<ul style="list-style-type: none"> <li>• Identify words that end the same and use them to solve unknown words</li> <li>• Recognize the sequence of sounds to read a word or word part</li> <li>• Remove a consonant cluster or consonant digraph from the beginning or end of a word</li> <li>• Use a study routine to spell a word: Choose, Write, Build, Mix, Fix, Mix</li> <li>• Use a study routine to spell a word: Look, Say, Cover, Write, Check</li> </ul>	<p>WSA 1 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Notice parts activity</li> <li>• Apply - Notice parts and make word pairs</li> <li>• Share</li> </ul> <p>WSA 2</p> <ul style="list-style-type: none"> <li>• Teach - Hear, Say and Write Sound boxes</li> <li>• Apply - Sound and letter boxes</li> <li>• Share</li> </ul> <p>WSA 10 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Notice parts - consonant clusters or digraphs</li> <li>• Apply - Make words with consonant clusters or digraphs</li> <li>• Share</li> </ul> <p>WSA 13</p> <ul style="list-style-type: none"> <li>• Teach - Magnetic Letters</li> <li>• Apply - Students will make words with magnetic letters</li> <li>• Share</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling application in writing samples</li> <li>• Spelling tests</li> </ul>

		<p>WSA 14</p> <ul style="list-style-type: none"> <li>• Teach - Look/Say/Cover/Write/Check</li> <li>• Apply - Look/Say/Cover/Write/Check</li> <li>• Share</li> </ul>	
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Grammar

<p>Word Meaning Vocabulary</p> <p>Refer to the pacing guide to determine the order of the lessons.</p>	<ul style="list-style-type: none"> <li>• Recognize and use homophones</li> <li>• Recognize and use homographs</li> <li>• Recognize and use words with multiple meanings</li> </ul>	<p>WMV 4 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Hear and Say Activity</li> <li>• Apply - Students will complete Find and Match activity</li> <li>• Share</li> </ul> <p>WMV 5 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Hear and Say Activity</li> <li>• Apply - Students will complete Find and Match activity</li> <li>• Share</li> </ul> <p>WMV 6 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Hear and Say Activity</li> <li>• Apply - Students will illustrate on a four box activity sheet</li> <li>• Share</li> </ul> <p>WMV 7 (generative)</p> <ul style="list-style-type: none"> <li>• Teach - Say and Sort Activity</li> <li>• Apply - Students will illustrate on a four box</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling application in writing samples</li> <li>• Spelling tests</li> <li>• Vocabulary word maps</li> </ul>
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		<p>activity sheet</p> <ul style="list-style-type: none"> <li>• Share</li> </ul>	
<p>Nouns</p> <p>Review nouns as needed throughout the trimester.</p>	<ul style="list-style-type: none"> <li>• Recognize and use common and proper nouns, pronouns, possessive nouns, singular and plural nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Morning meeting messages</li> <li>• Daily edits</li> <li>• Anchor charts</li> <li>• Brainpop Jr. videos</li> <li>• Parts of speech sorting activities</li> </ul>	<ul style="list-style-type: none"> <li>• Writing samples</li> <li>• Teacher observation/ anecdotal notes</li> <li>• Exit tickets</li> </ul>
<p>Verbs</p> <p>Review verbs as needed throughout the trimester.</p>	<ul style="list-style-type: none"> <li>• Recognize and use verbs in past, present, and future tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Morning meeting messages</li> <li>• Daily edits</li> <li>• Anchor charts</li> <li>• Brainpop Jr. videos</li> <li>• Parts of speech sorting activities</li> </ul>	<ul style="list-style-type: none"> <li>• Writing samples</li> <li>• Teacher observation/ anecdotal notes</li> <li>• Exit tickets</li> </ul>
<p>Adjectives</p> <p>Review adjectives as needed throughout the trimester.</p>	<ul style="list-style-type: none"> <li>• Identify and use adjectives to describe nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Morning meeting messages</li> <li>• Daily edits</li> <li>• Anchor charts</li> <li>• Brainpop Jr. videos</li> <li>• Parts of speech sorting activities</li> </ul>	<ul style="list-style-type: none"> <li>• Writing samples</li> <li>• Teacher observation/ anecdotal notes</li> <li>• Exit tickets</li> </ul>
<p>Sentences</p> <p>Review sentences as needed throughout the trimester.</p>	<ul style="list-style-type: none"> <li>• Recognize and use appropriate sentence structure</li> <li>• Recognize and use various types of sentences</li> <li>• Recognize and use proper capitalization and ending marks</li> <li>• Recognize and use</li> </ul>	<ul style="list-style-type: none"> <li>• Morning meeting messages</li> <li>• Daily edits</li> <li>• Anchor charts</li> <li>• Sentence scramble</li> <li>• Build a sentence</li> <li>• Stretch a sentence</li> <li>• Brainpop Jr. videos</li> </ul>	<ul style="list-style-type: none"> <li>• Writing samples</li> <li>• Teacher observation/ anecdotal notes</li> <li>• Exit tickets</li> </ul>

	connecting words		
Heggerty			
Week 23-30	<ul style="list-style-type: none"> <li>• Blending four or five phonemes or sounds in spoken words.</li> <li>• Segmenting a spoken word into individual phonemes/sounds.</li> <li>• Manipulating phonemes within words by adding and deleting phonemes with consonant blends.</li> <li>• Blending and segmenting phonemes in spoken words.</li> <li>• Building phonemic awareness by adding, deleting, and substituting the initial phoneme in spoken words.</li> <li>• Blending and segmenting phonemes including syllables.</li> <li>• Adding, deleting, and substituting the final phoneme in words.</li> <li>• Blending and segmenting with syllables.</li> <li>• Adding, deleting within words and substitute the</li> </ul>	Heggerty Phonemic Awareness Manual	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Student participation</li> </ul>

	vowel sounds.		
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## Standards

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ELA.L.RF.2.3.C	Decode words with common prefixes and suffixes.
ELA.L.RF.2.3.E	Recognize and read grade-appropriate irregularly spelled words.
ELA.L.RF.2.3.F	Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
ELA.L.WF.2.1.B.i	Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck.
ELA.L.WF.2.2.A.i	Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
ELA.L.WF.2.2.A.vi	Homophones (bear, bare; past, passed).
ELA.L.WF.2.2.B.i	Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand).
ELA.L.WF.2.2.B.ii	Are compounds comprising familiar parts (houseboat; yellowtail).
ELA.L.WF.2.2.B.iii	Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
ELA.L.WF.2.2.C.i	consonant doubling (penning, slimmed).
ELA.L.WF.2.2.D.i	Irregular words (against, many, enough, does).
ELA.L.WF.2.2.D.ii	Pattern-based words (which, kind, have).
ELA.L.WF.2.3	Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.
ELA.L.VL.2.2.D	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
ELA.SL.PE.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

## **Suggested Modifications for Special Education, ELL and Gifted Students**

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- 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**

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- Smart Board
- YouTube videos
- Online games
- My Reading Academy
- RAZ-kids.com
- Brainpop Jr.

### **Cross Curricular/Career Readiness, Life Literacies and Key Skills Practice**

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21st Century Life and Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan.
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems.
- 9.4.2.IML.4: Compare and contrast the way information is shared in a variety of contexts.