

Unit 1

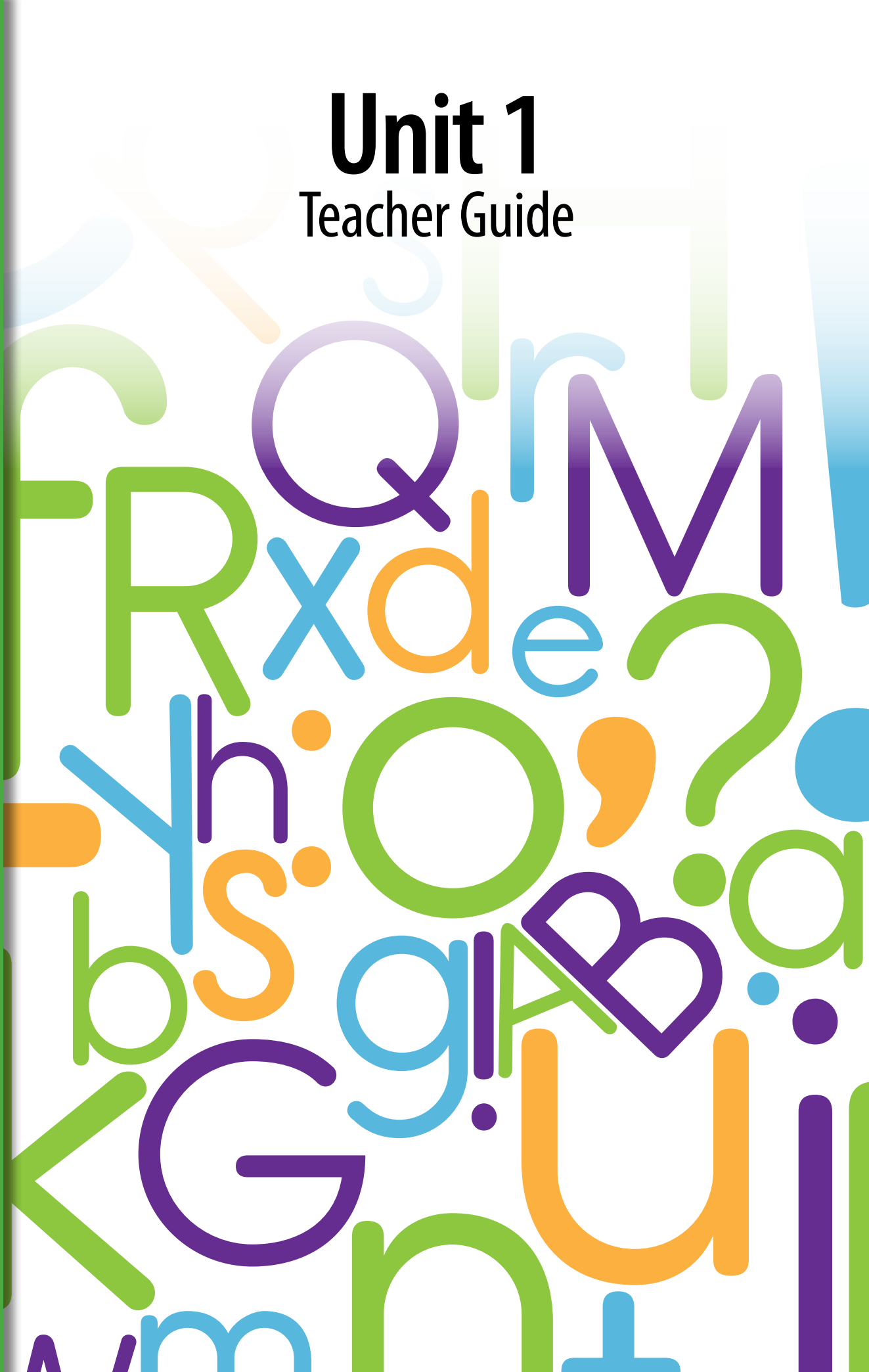
Teacher Guide

Core Knowledge Language Arts® • Skills Strand



Core Knowledge®

GRADE 2





Unit 1

Teacher Guide

Skills Strand
GRADE 2

Core Knowledge Language Arts®



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Alignment Chart for Unit 1

Lesson

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
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Reading Standards for Literature: Grade 2

Range of Reading and Level of Text Complexity

STD RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.																					
CKLA Goal(s)	Read and understand decodable text of appropriate complexity for Grades 2–3 that incorporates the specific code knowledge taught					✓				✓												

Range of Reading and Level of Text Complexity

STD RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently.																					
CKLA Goal(s)	Read independently and demonstrate understanding of nonfiction/informational text in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range						✓															

Reading Standards for Foundational Skills: Grade 2

Phonics and Word Recognition

STD RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.																					
STD RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.																					
CKLA Goal(s)	Use knowledge of the letter sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words Unit 1: 'a' > /a/; 'e' > /e/; 'i' > /i/; 'o' > /o/; 'u' > /u/	✓	✓	✓	✓	✓	✓															

Lesson

Alignment Chart for Unit 1

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
STD RF.2.3c	Decode regularly spelled two-syllable words with long vowels.																						
CKLA Goal(s)	Decode two-syllable words with any combination of the following syllable types: closed syllables; magic -e syllables; vowel digraph syllables; r-controlled syllables; open syllables; consonant -LE syllables																						
													✓										
STD RF.2.3d	Decode words with common prefixes and suffixes.																						
CKLA Goal(s)	Read and write words with the following inflectional endings and suffixes: Unit 1: -ing, -ed																						
													✓			✓			✓				
STD RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.																						
CKLA Goal(s)	Read and write words with the following letter-sound correspondences: 'a' as /a/ (hat), /ae/ (paper), /ə/ (about), or /aw/ (wall); 'i' as /i/ (hit), /ie/ (item), or /ee/ (ski); 'o' as /o/ (hop), /oe/ (open), or /u/ (son); 'e' as /e/ (pet), /ee/ (me), or /ə/ (debate); 'u' as /ue/ (unit) or /u/ (but); 'y' as /y/ (yes), /ie/ (try), /i/ (myth), or /ee/ (funny); 'ir' (bird), 'ur' (hurt), or 'er' as /er/ (her); 'ar' > /ar/ (car) or /or/ (war); 'ai' > /ə/ + /l/ (animal); 'il' > /ə/ + /l/ (pencil); 'ul' > /ə/ + /l/ (awful); 'el' > /ə/ + /l/ (travel), 'le' > /ə/ + /l/ (apple); 'tion' > /sh/ + /ə/ + /n/; 'ph' > /f/ (phone); 'ch' > /k/ (school); 'a' > /o/ (water)																						
	✓	✓	✓	✓	✓			✓			✓												

Alignment Chart for Unit 1

Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
STD RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.																							
CKLA Goal(s)	Read the following tricky words Unit 1: <i>he, she, we, be, me, the, was, of, a, do, down, how, to, two, what, where, why, from, once, one, could, would, should, there, said, says, why, word</i>											✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fluency																								
STD RF.2.4	Read with sufficient accuracy and fluency to support comprehension.																							
CKLA Goal(s)	Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD RF.2.4a	Read grade-level text with purpose and understanding.																							
CKLA Goal(s)	Read and understand decodable text that incorporates letter-sound correspondences taught with purpose and understanding	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
STD RF.2.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.																							
CKLA Goal(s)	Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings														✓	✓				✓				
STD RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.																							
CKLA Goal(s)	Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓													

Lesson

Alignment Chart for Unit 1

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Additional CKLA Goals																						
CKLA Goal(s)	Read and write words in which 'c' > /k/ as in <i>cat</i> or /s/ as in <i>city</i> ; 'g' > /g/ as in <i>got</i> or /j/ as in <i>germ</i>																					
														✓	✓	✓	✓	✓				
Text Types and Purposes																						
Speaking and Listening Standards: Grade 2																						
Presentation of Knowledge and Ideas																						
STD SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language.)																					
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification																					
							✓															
Language Standards: Grade 2																						
Conventions of Standard English																						
STD L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																					
STD L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).																					
CKLA Goal(s)	Use both regular and irregular past-, present-, and future-tense verbs orally and in own writing																					
																		✓				
STD L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).																					
CKLA Goal(s)	Use and expand complete simple and compound sentences orally and in own writing																					
										✓												

Alignment Chart for Unit 1

Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22		
STD L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																							
STD L.2.2d	Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).																							
CKLA Goal(s)	✓	✓	✓	✓	✓				✓					✓							✓		✓	
Vocabulary Acquisition and Use																								
STD 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.																							
STD L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i>).																							
CKLA Goal(s)					✓				✓															

Introduction to Unit 1

Welcome

Dear Second-Grade Teacher,

Welcome to the Core Knowledge Language Arts (CKLA) program! This program has been carefully researched and crafted in order to make every student in your classroom a reader. The Skills portion of the program includes the following components:

- Teacher Guide
- Student Workbook
- Student Reader
- Consonant and Vowel Code Flip Books and Spelling Card Set
- Individual Code Chart
- Media Disk
- *Assessment and Remediation Guide*

Unit 1 will be a review for students who completed the Grade 1 CKLA program. In Unit 1, students will review: (1) a number of spellings from Grade 1 with an emphasis on consonant sounds; (2) one- and two-syllable words; and (3) a number of high-frequency Tricky Words. They will also read new decodable stories from the Unit 1 Reader, *The Cat Bandit*.

Unit Organization

Back-to-School Week Lessons (1–5)

The Back-to-School lessons acquaint students with the CKLA daily routines and exercises. In addition, the Back-to-School lessons prepare students for the placement assessments that follow this week by providing practice and review of reading skills and code knowledge.

Student Performance Task Assessment and Placement Lessons (6–10)

Throughout the program, you will see this symbol (10) whenever an assessment is indicated. Details regarding the assessments are described in further detail in the Assessment and Placement sections later in the unit. It is imperative for students to be placed in groups corresponding to their reading performance. Students must receive instruction commensurate with their reading development and knowledge of the code.

Review of Spellings-to-Sounds Lessons (11–22)

In many Skills lessons, instruction involves the teacher introducing sounds first, followed by teaching the spellings for sounds. For example, a teacher would teach the sound /m/ before teaching the spelling ‘m’. Units 1 and 2 are different as they feature instruction mainly oriented from spelling to sound. For example, you will show students the letter ‘m’ and ask them “What sound would you say if you saw this spelling in a word?” You will repeat this procedure for many more spellings throughout the Unit 1 lessons.

The review of spellings-to-sounds is good preparation for reading single words and decodable stories because it requires students to see a letter and say a sound, a required skill for reading printed words. Throughout Units 1 and 2, the primary focus is on recognizing spellings and reading words rather than on hearing sounds and spelling words.

This spellings-to-sounds format allows for a rapid review of spellings, most of which should be familiar to students. Although the pace of the spellings-to-sound review of Unit 1 is rapid, it should be appropriate for students who have already learned the bulk of these letter-sound correspondences. However, the pace will be too rapid for students who know only a few of the letter-sound correspondences covered in Unit 1. The Story Reading Assessment and the Word Reading Assessment will identify students who struggle with recognition of these letter-sound correspondences. Following administration of these assessments, some students should be placed at an earlier point of the CKLA grade-level materials for Skills instruction.

Pausing Point

A Pausing Point section is included at the end of each unit. The Pausing Point lists additional exercises you may assign if students need more work to achieve mastery of a particular spelling or concept. The Pausing Point exercises are organized by objective and target specific skills. You may choose to use the Pausing Point activities upon the completion of Unit 1. Alternatively, sidebars throughout the Teacher Guide will notify you of Pausing Point activities that pertain to skills being covered in the lessons. When using Pausing Point activities before the very end of the unit, be sure to check the word lists as they may contain words not yet decodable, but will be decodable by the end of Unit 1. You might need to use a subset of the words listed, limiting yourself to the decodable words.

Week One				
Day 1 (Lesson 1)	Day 2 (Lesson 2)	Day 3 (Lesson 3)	Day 4 (Lesson 4)	Day 5 (Lesson 5)
Code Flip Books and Chart Review (15 min)	Code Flip Books and Chart Review (15 min)	Consonant Code Flip Book and Chart Review (15 min)	Consonant Code Flip Book and Chart Review (15 min)	Consonant Code Flip Book and Chart Review (15 min)
Teacher Chaining (10 min)	Teacher Chaining (10 min)	Teacher Chaining (10 min)	Teacher Chaining (10 min)	Teacher Chaining (10 min)
Dictation (10 min)	Dictation (10 min)	Dictation (10 min)	Dictation (10 min)	Dictation (10 min)
Whole Group: “Kate Visits Nan” (15 min)	Whole Group: “The Campsite” (15 min)	Whole Group: “The Hike” (15 min)	Whole Group: “The Bone Man” (15 min)	Whole Group: “The Big Dig” (15 min)
Story Questions (10 min)	Story Questions (10 min)	Story Questions (10 min)	Story Questions (10 min)	Story Questions (10 min)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two				
Day 6 (Lesson 6)	Day 7 (Lesson 7)	Day 8 (Lesson 8)	Day 9 (Lesson 9)	Day 10 (Lesson 10)
Student Performance Task Assessment “Snacks”	Student Performance Task Assessment “Prince Vincent”; Word Reading Assessment	Student Performance Task Assessment “The Beach”; Word Reading Assessment	Student Performance Task Assessment “Sink or Float”; Word Reading Assessment	Student Performance Task Assessment Word Reading Placement Assessment
Worksheet	Worksheet	Worksheet	Worksheet	Worksheet
60 min.	60 min.	60 min.	60 min.	60 min.

Week Three				
Day 11 (Lesson 11)	Day 12 (Lesson 12)	Day 13 (Lesson 13)	Day 14 (Lesson 14)	Day 15 (Lesson 15)
Introduce Spelling Words and Family Letter (15 min)	Sentence Capitalization and Punctuation (5 min)	Consonant Code Flip Book Review (5 min)	Tricky Words Practice (10 min)	Spelling Assessment and Procedures (15 min)
Today’s Tricky Words: <i>the, he, she, we, be, me</i> (10 min)	Today’s Tricky Words: <i>was, of, a</i> (10 min)	Two-Syllable Words (15 min)	Today’s Tricky Words: <i>do, down, how, to</i> (10 min)	Tricky Spelling ‘c’ (15 min)
Double-Letter Spellings for Consonant Sounds (15 min)	Double-Letter Spellings for Consonant Sounds (15 min)	Suffix Spelling Patterns (15 min)	The Tricky Spelling ‘g’ (15 min)	Tricky Spelling ‘c’ (10 min)
Partner Reading: “The Hot Dog” (20 min)	Whole Group: “The Chicken Nugget” (15 min)	Small Group: “The Chicken Nugget”; Group 1: Partner Reading; Group 2: Reading with Teacher (25 min.)	The Tricky Spelling ‘g’ (10 min)	Small Group: “The Snack Mix”; Group 1: Reading with Teacher; Group 2: Partner Reading (20 min)
	Order of Story Events (15 min)		Small Group: “The Snack Mix”; Group 1: Partner Reading; Group 2: Reading with Teacher (15 min)	
60 min.	60 min.	60 min.	60 min.	60 min.

Week Four				
Day 16 (Lesson 16)	Day 17 (Lesson 17)	Day 18 (Lesson 18)	Day 19 (Lesson 19)	Day 20 (Lesson 20)
Introduce Spelling Words and Review Family Letter (15 min)	Unscramble Decodable Sentences (5 min)	Sentence Capitalization and Punctuation (5 min)	Tricky Words Practice (10 min)	Student Spelling Assessment (15 min)
Review of Spelling Alternatives for Consonant Sounds (15 min)	Review of Spelling Alternatives for Consonant Sounds (15 min)	Today's Tricky Words: <i>once, one</i> (10 min)	Past Tense <i>-ed</i> (15 min)	Tricky Words Review (10 min)
Spelling Alternatives for Consonant Sounds (10 min)	Sound-Spelling Practice (10 min)	Review of Spelling Alternatives for Consonant Sounds (15 min)	Sound Search Worksheet (10 min)	The Tricky Spelling 's' (20 min)
Whole Group: "The Ham" (20 min)	Today's Tricky Words: <i>what, where, why, from</i> (10 min)	Sound-Spelling Practice (10 min)	Small Group: "The Milk" Group 1: Partner Reading; Group 2: Reading with Teacher (25 min)	The Tricky Spelling 's' (15 min)
	Whole Group: "The Fish" (20 min)	Whole Group: "The Milk" (20 min)		
60 min.	60 min.	60 min.	60 min.	60 min.

Week Five	
Day 21 (Lesson 21)	Day 22 (Lesson 22)
Introduce Spelling Words (15 min)	Today's Tricky Words: <i>there, said, says, word</i> (10 min)
Sounds and Spellings Review (10 min)	Comprehension Assessment "The Catfish" (20 min)
Today's Tricky Words <i>could, would, should</i> (10 min)	Wiggle Cards (5 min)
Partner Reading: "The Chips" (25 min)	Dictation Identification (10 min)
	Skills Assessment (15 min)
	Student Spelling Assessment
60 min.	60 min.

Unit Overview

Review of Vowel Spellings

Vowel sounds are made with an open mouth and unobstructed flow of air. There are eighteen vowel sounds in English, and five are quickly reviewed in this unit. These are the single-letter spellings for the five “short” vowel sounds:

- ‘o’ > /o/ (*hop*)
- ‘e’ > /e/ (*pet*)
- ‘a’ > /a/ (*hat*)
- ‘i’ > /i/ (*it*)
- ‘u’ > /u/ (*but*)

In Unit 1, students are not asked to read words with vowel digraph spellings like ‘ee’, ‘aw’, ‘oe’, and ‘ai’. They also are not asked to cope with tricky spellings for vowel sounds, like the letter ‘a’ which routinely stands for both /a/ (*cat*), /ae/ (*table*), /o/ (*water*), and schwa (*about*). In the words and stories students encounter in Unit 1, the letter ‘a’ is always pronounced /a/ as in *cat*. The complexity surrounding vowel sounds and spellings is much reduced in Unit 1 because only the five spellings listed above are used.

Review of Consonant Spellings

In Unit 1, the following spellings for consonant sounds are reviewed rapidly:

- ‘t’ > /t/ (*top*), ‘tt’ > /t/ (*sitting*), and ‘ed’ > /t/ (*asked*)
- ‘d’ > /d/ (*dot*), ‘dd’ > /d/ (*add*), and ‘ed’ > /d/ (*filled*)
- ‘p’ > /p/ (*pot*) and ‘pp’ > /p/ (*napping*)
- ‘b’ > /b/ (*bat*) and ‘bb’ > /b/ (*rubbing*)
- ‘c’ > /k/ (*cat*), ‘k’ > /k/ (*kid*), ‘cc’ > /k/ (*hiccup*), and ‘ck’ > /k/ (*black*)
- ‘g’ > /g/ (*gift*) and ‘gg’ > /g/ (*egg*)
- ‘ch’ > /ch/ (*chin*) and ‘tch’ > /ch/ (*itch*)
- ‘j’ > /j/ (*jump*), ‘g’ > /j/ (*gem*), and ‘ge’ > /j/ (*fringe*)
- ‘f’ > /f/ (*fit*) and ‘ff’ > /f/ (*stuff*)
- ‘v’ > /v/ (*vet*) and ‘ve’ > /v/ (*twelve*)
- ‘s’ > /s/ (*sun*), ‘ss’ > /s/ (*dress*), ‘c’ > /s/ (*cent*), ‘se’ > /s/ (*rinse*), and ‘ce’ > /s/ (*prince*)
- ‘z’ > /z/ (*zip*), ‘zz’ > /z/ (*buzz*), and ‘s’ > /z/ (*dogs*)
- ‘th’ > /th/ (*thin*) as a spelling for (unvoiced) /th/
- ‘th’ > /th/ (*them*) as a spelling for (voiced) /th/

- ‘m’ > /m/ (*mad*) and ‘mm’ > /m/ (*swimming*)
- ‘n’ > /n/ (*nut*), ‘nn’ > /n/ (*running*), and ‘kn’ > /n/ (*knock*)
- ‘ng’ > /ng/ (*sing*) and ‘n’ > /ng/ (*pink*)
- ‘sh’ > /sh/ (*shop*)
- ‘h’ > /h/ (*hot*)
- ‘w’ > /w/ (*wet*) and ‘wh’ > /w/ (*when*)
- ‘l’ > /l/ (*lip*) and ‘ll’ > /l/ (*bell*)
- ‘r’ > /r/ (*red*), ‘rr’ > /r/ (*ferret*), and ‘wr’ > /r/ (*wrist*)
- ‘y’ > /y/ (*yes*)
- ‘x’ > /x/ (*tax*) as a spelling for the sound combination /x/ (/k/ + /s/)
- ‘qu’ > /qu/ (*quit*) as a spelling for the sound combination /qu/ (/k/ + /w/)

The list includes the basic code spelling for each consonant sound as well as some common spelling alternatives. When a sound can be spelled more than one way, we say it has *spelling alternatives*. For example, the sound /k/ can be spelled several different ways: *cat*, *kit*, *soccer*, and *rock* are the four spellings reviewed quickly in Unit 1.

The consonant list for Unit 1 also illustrates another kind of complexity in our writing system: the existence of what we call *tricky spellings*. When a spelling can represent more than one sound, we say it is a tricky spelling. For example, notice the tricky spelling ‘s’ can stand for /s/ as in *cats* or /z/ as in *dogs*. Tricky spellings cause problems for us when we are reading. When we come upon an unfamiliar printed word with an ‘s’ in it, we may need to try pronouncing the ‘s’ as /s/ and then as /z/ in order to correctly identify the word. The list of consonant spellings also includes digraph (two-letter) and trigraph (three-letter) spellings, such as: (1) ‘sh’ in *shop*; (2) ‘ng’ in *sing*; (3) ‘se’ in *rinse*; and (4) ‘tch’ as a spelling for /ch/ as in *itch*.

In digraph spellings, two letters stand for one sound, but they are not the same two letters. You may choose to teach students the terms *digraph* and *trigraph*. An alternative, which works for both digraphs and trigraphs, is to characterize the letters as a “letter team,” where two letters work together to stand for one sound. Whatever terms you use, it is extremely important for students to understand a letter can stand for a single sound all by itself or it can work with other letters to stand for a single sound. For example, when discussing the word *rinse*, we encourage you to talk about how the ‘s’ and the ‘e’ work together as a letter team to stand for the /s/ sound, just like the letters ‘t’ and ‘h’ work together to stand for the /th/ sound in the word *with*.

The consonant sounds are listed in a particular order to help you learn more about the sounds. The first 14 consonants are unvoiced and voiced pairs like /s/ and /z/, /f/ and /v/. When comparing these sounds, you will notice your vocal box vibrates when saying voiced consonants, while it does not with unvoiced consonants. The voiced and voiceless pairs sometimes “share”

spellings. For example, ‘s’ is a spelling for the voiceless /s/ in *cats* and the voiced /z/ in *dogs*. Having a deep understanding about the sounds of our language can help you explain sounds and spellings to students.

An understanding of the sounds of the language and the similarities among them can also help you understand students’ spelling. Sometimes even the strangest-looking “invented” spellings make sense if you understand which sounds are similar to other sounds. Young children often misspell a word by choosing a spelling for a sound that is similar to the sound they are trying to spell. For example, a student who writes *chump* for *jump* has confused sounds made with the same mouth position. The ‘ch’ spelling can therefore be seen as closer to the correct spelling than we might initially assume.

Review of Tricky Words

The term “Tricky Word” is used in this program to refer to a word not pronounced quite the way you would expect based on the letters in its printed form, or is not spelled quite the way you would expect based on the sounds in the spoken word. Students will review the Tricky Words *a, the, he, she, we, be, me, was, of, from, to, do, down, how, what, where, why, once, one, two, could, would, should, there, said, says, and word*. These words were taught in Kindergarten and Grade 1 of the program, so they should be familiar to students who had the program last year. These words are used so often they are likely to be familiar to students who were in other programs as well.

A few words should be said about “sight words.” The term *sight word* is often used to describe a common word students should practice reading and learn to recognize rapidly. At the same time, a sight word may describe a Tricky Word. We believe it is necessary to distinguish between words that are genuinely tricky (words like *one, of, two, who, and could*) and words that are high-frequency but pronounced as expected (words like *in, at, on, this, that, and up*). Words in this last category should not be taught as Tricky Words, because there is actually nothing tricky about them. They can be read via blending and students should be encouraged to read them that way.

Review of Two-Syllable Words

Two-syllable words are reviewed in Unit 1 lessons. However, few two-syllable words are used in the Reader in order to keep readability levels as easy as possible.

Review of the Past Tense Suffix –ed

The past tense suffix –ed is reviewed in Unit 1 (the suffix –ed is also referred to as the past tense marker and the past tense ending). It can be pronounced three different ways:

- /e/ + /d/ when it follows the /t/ sound or the /d/ sound, like *busted* or *added*
- /t/ when it follows a voiceless sound, like *kicked* or *huffed*
- /d/ when it follows a voiced sound, like *planned* or *strummed*

Often the mouth will guide students to the correct pronunciation. Spelling may take longer to come into focus. Some students may initially produce faulty past tense forms like *markt* and *plannd*.

A Note on Spelling, Grammar, and Writing

Spelling: Because students are still learning spellings for sounds, it is not appropriate to expect perfect spelling at this point. Students’ abilities to spell the letter-sound correspondences taught will lag behind their ability to read. In students’ daily writing, you should continue to accept phonemically plausible spelling, e.g., *hed* for *head*, *hunnee* for *honey*, *cot* or *cawt* for *caught*.

It is, however, important for students to understand conventional spelling is expected for written work completed by adults and older students. In Grade 2, we help students make this transition by beginning to include weekly spelling assessments. Students will receive spelling word lists to take home and practice at the beginning of the week. These words include the sound-spelling correspondences students have learned and reviewed, as well as Tricky Words. Students will be assessed on these same words at the end of each week.

In Unit 1, the spelling words should be very easy for second grade students as only words spelled with the basic code will be given as spelling words. Starting in Unit 2, the spelling words will become more challenging as they begin to include various spelling alternatives. The inclusion of the spelling alternatives will mean, in order to be successful on the weekly spelling assessment, students must practice the way these particular words are spelled.

Grammar: Unit 1 will review the basics of sentence building, punctuation, and capitalization.

Writing: Within the Skills Strand, students also receive instruction in the writing composition process. In Unit 1, students will review/practice writing complete sentences when answering questions. Instruction in later units will include explicit instruction for writing in different genres.

Decodable Stories and Worksheets

The Cat Bandit

The Reader for Unit 1 is *The Cat Bandit*. The stories tell of the adventures of a hungry cat and the increasingly clever ways he gets food items seemingly out of his reach. The stories in the CKLA program are 100% decodable, meaning they are made up entirely of spellings and Tricky Words introduced or reviewed quickly in class during previous lessons.

The stories in *The Cat Bandit* are short and quite simple. They are designed to help students ease back into reading. The length and complexity of the stories will increase as students review more letter-sound correspondences. There will be a significant increase in length from the Unit 1 Reader to the Unit 2 Reader.

We strongly recommend you have students engage in partner reading. Partner reading involves two students taking turns reading both new and old stories aloud to each other. The National Reading Panel (2000) found that *repeated oral reading* boosted reading achievement, and partner reading is an efficient way to conduct repeated oral reading. Planning and establishing a partner reading routine with students will help this activity run smoothly; you should take into consideration: (1) where students will partner read in the classroom; (2) good partner reading manners, such as taking turns; and (3) what to do when students finish reading a story before other partner pairs.

In addition to partner reading, there are other effective oral reading methods. Some suggestions are:

Whole group reading

Students should follow along as classmates take turns reading aloud. However, avoid Round Robin reading.

Small group reading

Some students can read aloud in a small group with the teacher, while other students partner read or engage in other activities.

During reading time, it is important to circulate and listen to students read. Utilize the provided Anecdotal Reading Record located in the Teacher Resource Section at the end of this Teacher Guide to note students' progress. You can make multiple copies of the blank record to have on hand when listening to students read aloud. You should strive to hear every student read aloud at least once or twice each week.

Comprehension is the goal of learning to read. We include comprehension and discussion questions in the Teacher Guide. The questions in the Discussion Questions boxes are labeled *Literal*, *Inferential*, or *Evaluative*. Literal questions can be answered by citing a specific text reference or illustration. Inferential questions require understanding and interpretation of text or illustrations. Evaluative questions require students to access prior knowledge, synthesize, and hypothesize an answer.

Components

Teacher Guides

The Teacher Guides outline the lessons. There is one Teacher Guide for each of the six units.

Workbooks

Workbooks contain worksheets for students to complete as part of the lesson as well as Pausing Point worksheets for additional practice. There is one Workbook for each unit and every student needs a copy. In the early units, most directions will contain words that are not decodable based on the code knowledge taught. These directions are printed vertically along the margin of the page so a family member or the classroom teacher will read them to students. In later units, as more words become decodable, directions are written at the top of the worksheet for students to read independently.

Readers

The Readers for Units 1–4 contain 100% decodable text for students to read. There is one Reader for each unit and all students should have their own copy. Not all stories in each Reader are read during class time; some selections are provided for use as enrichment, evaluation, and/or reteaching. Although not all words in Unit 5 are decodable based on the code knowledge taught, students are taught to apply what they know to segments of words. This assists students in learning how to read unfamiliar text. Unit 5 provides a foundation for students to read content vocabulary in Unit 6. The Reader in Unit 6 contains content vocabulary based on the War of 1812.

Code Flip Books

Each classroom should have two Code Flip Books. One chart has all of the vowel spellings and the other has all of the consonant spellings. These charts have replicas of the Spelling Cards on each page. Throughout the grade, teachers will be directed to turn to specific pages for the explicit teaching of the lesson.

Individual Code Charts

Students are provided with a condensed copy of the Code Flip Books, called the Individual Code Chart. These charts are referenced in all units. As students learn or review code knowledge, they are asked to use markers to trace over the Sound Spelling Cards to acknowledge learning them. By the end of Grade 2, students will have traced over all of the sound spellings in the Individual Code Charts. Students are encouraged to use their Individual Code Chart as a reference throughout the school day whenever they are reading and writing.

Spelling Cards

Each classroom has one set of the Spelling Cards. These are the size of a deck of cards. They are referenced in lessons. Teachers will be directed to tape these cards to each Code Flip Book as they explicitly teach the sound spellings.

Media Disk

The Media Disk allows you to present a Skills story as a demonstration story using a computer and a projector or Smart Board. The disk may also be used on a single computer by students who wish to read the story in a different format for practice.

Additional Support Materials

Assessment and Remediation Guide

A separate publication, the *Assessment and Remediation Guide*, provides further guidance in assessing, analyzing, and remediating specific skills. This guide can be found online at <http://www.coreknowledge.org/AR-G2-U1>. Refer to this URL for additional resources, mini-lessons, and activities to assist students who experience difficulty with any of the skills presented in this unit.

The Fluency Packet

The *Fluency Packet* is provided for use at your discretion. Please see the Introduction section in the packet which outlines directions for its use. The Fluency Packet can be found online at <http://www.coreknowledge.org/G2-FP>.

Back-to-School Week

We have created these Back-to-School lessons (Lessons 1–5) to help students remember the daily routines and exercises associated with Core Knowledge Language Arts (CKLA). In addition to reacquainting students with these routines, the lessons are also designed to ensure the results of the placement assessments administered in Lessons 6–10 accurately reflect the reading skills and code knowledge students mastered at the end of last school year.

After the summer break, all students need time to reacclimate to the school environment. The Back-to-School lessons are designed to provide just such an opportunity for students. They will also provide an opportunity to begin to get to know students as you observe the skills they use to complete these review lessons in which no new skills are introduced.

Please take the time to reteach these procedures thoroughly, making sure you present at least part of every exercise in each lesson. Use the time recommendations for each exercise as a guideline. If you find you have exceeded the time estimated for the initial activities in a lesson, please adjust the remaining exercises accordingly by doing fewer items per exercise.

For example, you may find you do not have time, especially in the first lesson(s), to model how to respond to every question on the story comprehension worksheets. In this case, model responses to several questions, but do not feel compelled to complete all of the questions on the worksheet. Remember the point of these Back-to-School lessons is to remind students of the CKLA routines. If necessary, do fewer items per exercise, but try to do all exercises in every lesson.

As children relearn the procedures, your presentation of each lesson will become more efficient. Do not get frustrated in these first days if it takes a little longer to do portions of the lessons. It will come back to the students and everyone will benefit from the time taken to establish a routine.

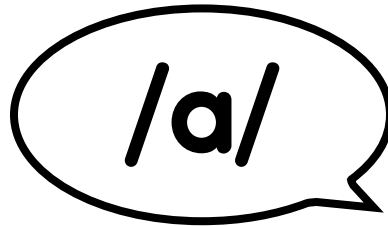
The following exercises are included in each Back-to-School lesson:

Code Flip Book and Individual Code Chart Review

Students who participated in CKLA in Kindergarten and Grade 1 are very familiar with the introduction and review of letter-sound correspondences using the same format incorporated in the Grade 2 Code Flip Books and Individual Code Charts. In Grade 2, code information is presented to students using two instructional tools: (1) Code Flip Books for group instruction, one for consonants and one for vowels, and (2) Individual Code Charts for each student.

The Code Flip Books are used with a set of Spelling Cards affixed to the appropriate Code Flip Book pages as sounds and spellings are reviewed in Unit 1. The Code Flip Books show (in gray print) the spellings for all sounds taught in Grade 2. As you review the sounds in this unit (and introduce new sounds in the later Grade 2 units), you will be asked to place the Spelling Card on the appropriate Code Flip Book page.

Each Spelling Card is printed front and back. One side of the card shows the sound:



The other side of the card shows three things:



The top of the card shows the spelling. The bottom shows a sample word containing the spelling. In the middle is a power bar. The power bar gives an indication of how common this spelling is for the sound it represents. A long power bar stretching almost across the card means this is the main spelling for the sound and there are very few words that have this sound spelled any other way. A very short power bar means the spelling is less common and occurs in fewer English words.

The Code Flip Book and Individual Code Chart exercises in the Back-to-School lessons will introduce students to the use of both of these new tools, as well as provide a very rapid review of the letter-sound correspondences taught in the earlier grade levels.

Note: The exercises in the Back-to-School lessons are not designed to teach letter-sound correspondences to students who have not mastered the code in earlier grades. Students who have large gaps in their code knowledge will be identified through the placement tests presented during Lessons 6–10 of this unit so they can be placed appropriately in the level of CKLA materials meeting their individual instructional needs.

As noted earlier, the Back-to-School lessons are intended to “prime the pump,” reminding students to think about letter-sound correspondences and the written English code after the summer break. Keep the Code Flip Book and Individual Code Chart exercises briskly paced so they do not become tedious.

Do encourage students to use their Individual Code Charts whenever they are reading and/or writing throughout the day, not just during the Skills instruction portion of the language arts block. This reinforces applying the skills they are learning during language arts whenever they are reading and writing.

To take full advantage of the Individual Code Charts, it is important that you and students understand the logic with which the various letter-sound correspondences have been grouped on the Individual Code Charts:

- Consonant sounds are grouped separately from vowel sounds.
- Consonant sounds resembling one another are often included on the same chart. For example, Code Charts 1–4 show voiced and unvoiced consonant sounds and similar spellings.
- Code Charts 5–6 include all of the remaining, unrelated consonant sounds and spellings.
- Spellings for short vowel sounds are included on Code Chart 7, with the spellings for long vowel sounds on Code Chart 8. Code Chart 9 groups all of the vowel digraph spellings and Code Chart 10 includes the spellings for r-controlled vowels.

Chaining

Students have been completing chaining exercises in CKLA since the earliest Kindergarten Units. This critical activity reinforces students’ abilities to manipulate the sounds in words in which only a single phoneme/grapheme is changed (added or deleted) at a time, like *cat* > *hat*; *cat* > *cab*; *at* > *hat*; or *cat* > *at*.

In the early grades, students chained by manipulating individual letter cards on either an individual Chaining Folder or group pocket chart. In Grade 2, chaining activities are completed either by the teacher or student writing on a blackboard, a whiteboard, a Smart Board, or chart paper.

During the Back-to-School lessons, present the chaining exercise exactly as it is written.

Dictation

A simple dictation exercise in each lesson is included to remind students about the connection between decoding and encoding, i.e., reading and writing. Encourage students to actively and openly refer to their Individual Code Charts, if needed, during this portion of the lesson.

Once the dictation is completed, review and model the correct spelling for each word and instruct students to correct their own work by simply crossing out

any incorrect spelling, then copying and writing the correct spelling next to it. There should be no stigma associated with having spelled a word incorrectly; teachers may want to comment that it's normal to make mistakes, especially at the beginning of the year. Emphasize to students the importance of recognizing and understanding when a mistake has been made and correcting the error.

Students should complete dictation exercises in a notebook, which offers the advantage of providing an ongoing written record of each student's work.

Oral Reading

Practice stories for students to read aloud during the Back-to-School lessons are included in the Student Workbook. These selections are from the Grade 1, Unit 5 Reader, *Kate*. Although these stories were excerpted from the Grade 1 reader, some students might find them to be challenging on the heels of summer vacation. Therefore, the Back-to-School stories are read aloud chorally with the entire class. You will read (solo) some parts of the story aloud as students listen and follow along. The entire class will then join you from time to time in reading a sentence or two aloud together.

The point in reading these stories chorally is to ensure a measure of reading success and enjoyment in the opening days of school. Once you have practiced reading the stories in class, we encourage you to send the story worksheet(s) home for students to read aloud with their families.

Story Comprehension

Each practice story in the Back-to-School lessons is accompanied by a story comprehension worksheet. These worksheets are similar to those students completed in the Grade 1 CKLA materials and are also similar to the assessment story questions students will be asked to complete during assessment in Lessons 6–10.

As with the other Back-to-School exercises, the purpose of these worksheets is to acquaint students with procedures used to answer story questions and complete worksheets. You will note the lesson directs you to model this for students. Please be sure to model the responses to several story comprehension questions in each lesson. As noted earlier, if there is not sufficient time to model and complete all of the questions, especially in the early lessons, model responses to just a few questions, instead of completing them all.

Please do not skip the modeling and simply assign students to complete the questions entirely on their own at this point in the year.

Throughout this unit and others, whenever the lesson suggests the teacher model the completion of a worksheet, you should choose the most convenient and effective method of reproducing and displaying the worksheet for all to see. This may include making a transparency of the worksheet and using an overhead projector, scanning the page and projecting it on a Smart Board, or writing the worksheet exercises on chart paper or a whiteboard.

Lesson 1

Back-to-School

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Use knowledge of the letter-sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words: ‘a’ > /a/; ‘e’ > /e/; ‘i’ > /i/; ‘o’ > /o/; ‘u’ > /u/ (RF.2.3a)
- ✓ Read and write words with the following letter-sound correspondences: ‘a’ as /a/ (*hat*), /æ/ (*paper*), /ə/ (*about*), or /aw/ (*wall*); ‘i’ as /i/ (*hit*), /ie/ (*item*), or /ee/ (*ski*); ‘o’ as /o/ (*hop*), /oe/ (*open*), or /u/ (*son*); ‘e’ as /e/ (*pet*), /ee/ (*me*), or /ə/ (*debate*); ‘u’ as /ue/ (*unit*) or /u/ (*but*); ‘ph’ > /f/ (*phone*), /ie/ (*try*), /i/ (*myth*), or /ee/ (*funny*); ‘ir’ (*bird*), ‘ur’ (*hurt*), or ‘er’ as /er/ (*her*); ‘ar’ > /ar/ (*car*) or /or/ (*war*); ‘al’ > /ə/ + /l/ (*animal*); ‘il’ > /ə/ + /l/ (*pencil*); ‘ul’ > /ə/ + /l/ (*awful*); ‘el’ > /ə/ + /l/ (*travel*), ‘le’ > /ə/ + /l/ (*apple*); ‘tion’ > /sh/ + /ə/ + /n/; ‘ph’ > /f/ (*phone*); ‘ch’ > /k/ (*school*); ‘a’ > /o/ (*water*) (RF.2.3e)
- ✓ Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed (L.2.2d)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Code Flip Books and Chart Review	Code Flip Books; Spelling Cards for /a/, /i/, /p/, /b/, /t/, /d/; tape; Individual Code Chart; fine-tip green and red markers	15
Chaining	Teacher Chaining		10
Writing	Dictation	notebooks; pencils	10
Reading Time	Whole Group: “Kate Visits Nan”	Worksheet 1.1; projection system	15
Comprehension	Story Questions	Worksheet 1.2; projection system	10
Take-Home Material	Family Letter	Worksheet 1.3	*

Advance Preparation

Prior to the lesson, organize a complete set of the Individual Code Charts for each student. Make sure you have all 10 charts for each student, arrange them in the page order indicated and then clip a notebook ring through each set of charts.

Warm-Up

15 minutes

Code Flip Books and Chart Review

- Before beginning this exercise, display both the Consonant Code Flip Book and the Vowel Code Flip Book within view of all students; also have the six Spelling Cards listed in At a Glance readily available.
- Briefly flip through either or both of the Code Flip Books and help students recall that the information on these pages looks similar to CKLA Grade 1 instruction.
- Explain the Code Flip Books are just like last year's—one Code Flip Book shows the vowel sounds and their spellings and the other shows the consonant sounds and their spellings. Remind students vowel sounds like /a/ and /i/ are made with an open mouth. Consonant sounds like /m/ and /s/ are made with parts of the mouth touching or closed, so the air coming out of the mouth is blocked.
- Today's spellings can be found on the following pages of the Code Flip Books; you may want to tab these pages with sticky notes for easy reference.

Vowel Code Flip Book Pages

1. 'a' > /a/ (*hat*) Vowel Code Flip Book on page 1
2. 'i' > /i/ (*it*) Vowel Code Flip Book on page 2

- Show students the /a/ Spelling Card with the 'a' *hat* side facing students. Point to the 'a' and ask students to name the letter. Then read the word *hat* and remind them the letter 'a' is used to spell and write /a/ in English words. Remind students /a/ is a vowel sound; vowel sounds will always be written in green on the Spelling Cards because when we say a vowel sound, we open our mouths, letting the air "go."
- Point out the power bar below the spelling 'a' and remind students this bar indicates how common each spelling is. If the card shows a very common spelling for a sound—a spelling used in lots and lots of words—there will be a long power bar on the card, stretching almost across the entire card. If the card shows a less common spelling for this sound—a spelling used in a smaller number of words—the card will have a shorter power bar.

- Point to the power bar under the ‘a’ and ask students whether they think the letter ‘a’ is a very common spelling or a less common spelling for /a/.
- Turn to **page 1** of the **Vowel Code Flip Book** and point to the “sound bubble” for /a/ on the page, and then point to the outline for the Spelling Card, placing the ‘a’ Spelling Card for /a/ on the appropriate place on the Code Flip Book page.
- Repeat all of the steps above with the /i/ Spelling Card (**page 2** of the **Vowel Code Flip Book**).
- Explain to students they will each have their own Individual Code Chart, similar to the Code Flip Books. Distribute an Individual Code Chart and a green marker to each student. Ask them to write their name in the blank at the bottom of each page.
- The letter-sound correspondences for /a/ and /i/ can be found on the following pages of the Individual Code Chart.

Individual Code Chart

1. ‘a’ > /a/ (*hat*) Individual Code Chart on page 7
2. ‘i’ > /i/ (*it*) Individual Code Chart on page 7

- Now ask students to turn to **Individual Code Chart page 7**. Point to the sound bubble for /a/ in the Code Flip Book and ask students to find the row on their chart that begins with /a/. Point out this row looks like the row on the Code Flip Book page.
- Tell students to point to the spot in the row on their chart showing the ‘a’ spelling for /a/ as in *hat*. Next, tell students to use their green marker to trace just this specific rectangular card outline and the letter ‘a’ on their chart. Monitor to be sure all students are tracing the correct card.
- Prompt students to summarize the code information conveyed by this card on their chart: “This tells us /a/ is spelled as the letter ‘a’ in written words. The long power bar tells us it is a very common spelling.” (In fact, it is the only spelling for /a/; this information can be deduced based on the fact that there are no other spots on the chart in this row for other ways to spell /a/.)
- Repeat all the steps with the /i/ spelling on the same chart page. Then collect the green markers.

Consonant Code Flip Book Pages

1. ‘p’ > /p/ (*pot*) Consonant Code Flip Book on page 1
2. ‘b’ > /b/ (*bat*) Consonant Code Flip Book on page 2
3. ‘t’ > /t/ (*top*) Consonant Code Flip Book on page 3
4. ‘d’ > /d/ (*dot*) Consonant Code Flip Book on page 4

- Turn to **page 1** in the **Consonant Code Flip Book**. Show students the /p/ Spelling Card with the ‘p’ *pot* facing the students. Point to the ‘p’ and ask students to name the letter. Then read the word *pot* and remind them the letter ‘p’ can be used to spell /p/ in English words. Remind students /p/ is a consonant sound; consonant sounds will always be written in red on the Spelling Cards because when we say a consonant sound, parts of our mouth touch or are closed, blocking or “stopping” some of the air.
- Point to the power bar under the ‘p’ and ask students whether they think the letter ‘p’ is a very common spelling or a less common spelling for /p/.
- Now point to the sound bubble for /p/ on the flip book page and then the outline for the Spelling Card, showing the students that this is where you will place the ‘p’ Spelling Card for /p/ on the flip book page.

Point out which consonant sounds in each pair are voiced and unvoiced: /p/ (unvoiced)-/b/ (voiced); /t/ (unvoiced)-/d/ (voiced). Emphasize that sounds in each pair resemble one another very closely, which is why these sounds and spellings are grouped together on the Code Chart. This may be useful to know when students are referring to their own charts for spelling help.

Individual Code Charts

1. ‘p’ > /p/ (*pot*) Individual Code Chart on page 1
2. ‘b’ > /b/ (*bat*) Individual Code Chart on page 1
3. ‘t’ > /t/ (*top*) Individual Code Chart on page 1
4. ‘d’ > /d/ (*dot*) Individual Code Chart on page 1

- Distribute red markers and have students turn to **Individual Code Chart page 1**. Ask students to find the row on their chart that begins with /p/. Ask them to trace just this rectangular card outline and the letter ‘p’ on their Individual Code Chart.
- Repeat the above steps with all of the remaining consonant Spelling Cards for /b/, /t/, and /d/.
- Tell students they will review other sounds and spellings each day. Encourage them to use their Individual Code Charts whenever they are reading and/or writing throughout the day, not just during Skills instruction.

Chaining

10 minutes

Teacher Chaining

- You will chain the following words on whatever medium you have selected (board, whiteboard, Smart Board, or chart paper):

1. at > ad > dad > pad > tad > bad > bat
2. it > bit > pit > pat > bat > bad

- Tell students you are going to write the word *at*.

- As you write the word *at* on the board, use think-aloud strategies to describe the steps involved in writing the word:

“Let’s see, I want to write the word *at*. First I have to say and listen to the sounds: /a/.../t/. There are two sounds in the word *at*. I’ll need to write a spelling for each of the sounds. So first I will write the spelling or letter for /a/ because it is the first sound. Then I will write the spelling or letter for /t/ because it is the next sound.”
- Use think-aloud strategies to describe the steps involved in reading the word:

“If I want to read the word, I need to start at the left, look at the first letter, and then remember and say the sound it stands for. Then I need to look at the next letter and say the sound it stands for. Then I blend the sounds together to read and say the word: /a/.../t/ ...*at*.”
- Ask students to segment and then blend the word *at*.
- Explain you can make a new word by changing, taking away, or adding a single letter/sound unit.
- Erase ‘t’ and write ‘d’ to create *ad*. As you make this change, say, “If this is *at*, what is this?” Encourage all students to respond orally.
- Continue this process as you complete the chains.

Writing

10 minutes

Dictation

- Before beginning this exercise, make sure every student has a notebook and pencil.
- Make sure students have their Individual Code Charts available for quick reference; perhaps on the side of their desks.
- Tell students they are to write the word you say. Read the first word, use it in a sentence, and then read the word only once more, allowing time for students to write. Remind students to refer to their Individual Code Chart as they write.
- Use the procedure with each of these words.

bat

pad

tap

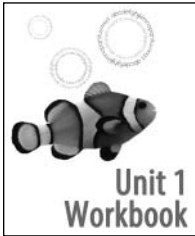
- After all of the words have been called out, tell students you will now show them the correct spelling for each word, so they can correct their own work. Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.

- Reassure students it's normal to make mistakes, especially at the beginning of the year. What is important is recognizing and understanding when a mistake has been made and then correcting the error.

Reading Time

15 minutes

Whole Group: "Kate Visits Nan"



Worksheet 1.1

- Tell students they are going to practice reading a story about a girl named Kate visiting her grandmother.
- Students may recall reading about Kate in Grade 1 Unit 5.
- Distribute the Workbooks and ask students to turn to Worksheet 1.1. Display the same worksheet using any medium you have selected, such as a document camera or transparency. Point to and read the title of the story, reminding students the title provides an idea of what the story is about.
- Tell students you will read this story aloud. Explain you will read some parts of the story aloud by yourself and then other times everyone will read parts of the story aloud together.
- Explain when it's your turn to read aloud by yourself, you will tap your head and then read aloud. When you want everyone to read aloud together, you will point to the students. Practice this procedure and the hand gestures in reading the title of the story.
- Ask students to pay attention as they listen to and read the story to find out about Kate's first adventure at her grandmother's.
- Have students use their pointer fingers to follow along as you/they read aloud. Tap your head and then read several sentences alone. Model reading with expression and fluency. Then pause, point to students, and encourage them to read a sentence or two aloud as a group with you. Continue in this manner until the entire story has been read.

Comprehension

10 minutes

Story Questions



Worksheet 1.2

- When you finish reading the story, ask students to look at Worksheet 1.2 while you display the same page. Ask students to write their names on the line at the top of the page.
- Tell students you are going to complete this page together, reading and answering questions to see if they understood the story.
- Read the first question and all of the possible answers aloud as students follow along. Remind students whenever they are answering worksheet questions, it is important to read the entire question and all the possible answers before making a choice. Next, model circling the correct answer on the worksheet and then looking back in the text to check that the answer is correct.

- Read the next question and possible answers and pretend you do not remember the answer. Model looking back at the text and reading aloud to try to find the answer.
- Model and complete the remaining questions as time allows.
- Remember to encourage students to take home the story, “Kate Visits Nan” to practice reading to their families.

Take-Home Material

Family Letter

- Distribute Worksheet 1.3 and have students take it home to a family member.

Lesson 2

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Use an apostrophe to form contractions and frequently occurring possessives (L.2.2c)
- ✓ Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed (L.2.2d)
- ✓ Use knowledge of the letter sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words: 'a_e' > /ae/; 'e_e' > /ee/; 'i_e' > /ie/; 'o_e' > /oe/; 'u_e' > /ue/ (RF.2.3a)
- ✓ Consult the Individual Code Chart and simple dictionaries to check spelling (L.2.2e)
- ✓ Decode two-syllable words with any combination of the following syllable types: closed, open, vowel diagraph team, magic -e, r-controlled, consonant -le (RF.2.3c)
- ✓ Read and write words with the following letter-sound correspondences: 'a' as /a/ (*hat*), /ae/ (*paper*), /ə/ (*about*), or /aw/ (*wall*); 'i' as /i/ (*hit*), /ie/ (*item*), or /ee/ (*ski*); 'o' as /o/ (*hop*), /oe/ (*open*), or /u/ (*son*); 'e' as /e/ (*pet*), /ee/ (*me*), or /ə/ (*debate*); 'u' as /ue/ (*unit*) or /u/ (*but*); 'ph' > /f/ (*phone*), /ie/ (*try*), /i/ (*myth*), or /ee/ (*funny*); 'ir' (*bird*), 'ur' (*hurt*), or 'er' as /er/ (*her*); 'ar' > /ar/ (*car*) or /or/ (*war*); 'al' > /ə/ + /l/ (*animal*); 'il' > /ə/ + /l/ (*pencil*); 'ul' > /ə/ + /l/ (*awful*); 'el' > /ə/ + /l/ (*travel*), 'le' > /ə/ + /l/ (*apple*); 'tion' > /sh/ + /ə/ + /n/; 'ph' > /f/ (*phone*); 'ch' > /k/ (*school*); 'a' > /o/ (*water*) (RF.2.3e)
- ✓ Read the following Tricky Words: *I, you, your, street, my, by, have, all, who, no, go, so, are, were, some, they, their* (RF.2.3f)
- ✓ Describe the following story elements: characters, setting, and plot, including how the beginning introduces the story and the ending concludes the action (RL.2.5)
- ✓ Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot (RL.2.7)
- ✓ Recount fables and folktales read independently, identifying specific features of the genre represented in the story, as well as the central message, lesson, or moral (RL.2.2)
- ✓ Ask and answer questions (e.g., *who, what, where, when, why, how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently (RL.2.1)
- ✓ Describe how characters in a fiction text that has been read independently respond to major events and challenges (RL.2.3)
- ✓ Read and understand decodable text of appropriate complexity for Grades 2–3 that incorporates the specific code knowledge taught (RL.2.10)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Warm-Up	Code Flip Books and Chart Review	Code Flip Books; Spelling Cards for /o/, /e/, /u/, /k/, /g/; tape; Individual Code Chart; fine-tip green and red markers for each student	15
Chaining	Teacher Chaining		10
Writing	Dictation	notebooks and pencils	10
Reading Time	Whole Group: “The Campsite”	Worksheet 2.1; projection system	15
Comprehension	Story Questions	Worksheet 2.2; projection system	10
Take-Home Material	“The Campsite”	Worksheet 2.1	*

Warm-Up

15 minutes

Code Flip Books and Chart Review

- Before beginning this exercise, display the Consonant Code Flip Book and the Vowel Code Flip Book within view of all students; also have the Spelling Cards listed in At a Glance readily available.
- Turn to the Vowel Code Flip Book and quickly review the letter-sound correspondences for the following vowel sounds: ‘a’ for /a/ on **Vowel Code Flip Book page 1** and ‘i’ for /i/ on **Vowel Code Flip Book page 2**. Ask students whether this page shows vowel sounds and spellings or consonant sounds and spellings.
- Using the same procedure described yesterday, review the letter-sound correspondences.
- Today’s vowel letter-sound correspondences can be found on the following Code Flip Book pages (you may want to tab these pages with sticky notes for easy reference).

Vowel Code Flip Book Pages

1. ‘e’ > /e/ (*pet*) Vowel Code Flip Book on page 3
2. ‘u’ > /u/ (*but*) Vowel Code Flip Book on page 4
3. ‘o’ > /o/ (*hop*) Vowel Code Flip Book on page 5

- Remind students the vowel sounds will always be written in green on the Spelling Cards.
- Place the Spelling Cards on the appropriate places on the Code Flip Book pages.

- Point out and discuss the power bar for each spelling.
- Distribute the green markers and ask students to turn to **page 7** of the **Individual Code Chart**. Using the same procedure described yesterday, guide students in outlining each of the appropriate cards on the chart.
- The following vowel letter-sound correspondences can be found in the Individual Code Chart on page.

Individual Code Chart

1. 'e' > /e/ (*pet*) Individual Code Chart on page 7
2. 'u' > /u/ (*but*) Individual Code Chart on page 7
3. 'o' > /o/ (*hop*) Individual Code Chart on page 7

- Remember to prompt students to summarize the code information conveyed by each of these new cards on their chart:
 “This tells us /e/ is spelled as the letter ‘e’ in written words. The power bar tells us ‘e’ is a common spelling, but there are other ways to also spell /e/.”
- Collect the green markers.
- Turn to **page 5** in the **Consonant Code Flip Book**. Ask students whether this page shows vowel sounds and spellings or consonant sounds and spellings.
- Remind students the consonant sounds will always be written in red on the Spelling Cards.
- Using the same procedure described yesterday, review the remaining letter-sound correspondences.

Consonant Code Flip Book Pages

1. 'c' > /k/ (*cat*) Consonant Code Flip Book on page 5
2. 'g' > /g/ (*gift*) Consonant Code Flip Book on page 6

- Place the Spelling Cards on the appropriate Code Flip Book pages.
- Point out and discuss the power bar for each spelling.
- Give out the red markers and ask students to turn to **page 2** of the **Individual Code Chart**.

Individual Code Chart

1. 'c' > /k/ (*cat*) Individual Code Chart on page 2
2. 'g' > /g/ (*gift*) Individual Code Chart on page 2

Point out which consonant sounds in each pair are voiced and unvoiced: /k/ (unvoiced)-/g/ (voiced). Emphasize that sounds in this pair resemble one another very closely, which is why these sounds and spellings are grouped together on the Code Chart. This may be useful to know when students are referring to their own charts for spelling help.

- After each letter-sound correspondence is reviewed on the Code Flip Book page, guide students in outlining each of the appropriate cards on the chart and the letter spelling.
- Ask students to summarize the code information conveyed by each of these new cards on their chart.
- Tell students they will review other sounds and spellings each day. Encourage them to use their Individual Code Charts whenever they are reading and/or writing throughout the day, not just during Skills instruction.

Chaining

10 minutes

Teacher Chaining

- You will chain the following words on whatever medium you have selected (board, whiteboard, Smart Board, or chart paper):

1. get > pet > pat > bat > cat > cot > tot > top
2. got > cot > cut > cup > cub > cab > cap

- Tell students you are going to write the word *get*.
- As you write the word *get* on the board, use think-aloud strategies to describe the steps involved in writing the word:

“Let’s see, I want to write the word *get*. First I have to say and listen to the sounds: /g/.../e/.../t/. There are three sounds in the word *get*. I’ll need to write a spelling for each of the sounds. So first I will write the spelling or letter for /g/ because it is the first sound. Then I will write the spelling or letter for /e/ because it is the next sound. And then I will write the spelling or letter for /t/ because it is the last sound.”
- Use think-aloud strategies to describe the steps involved in reading the word:

“If I want to read the word, I need to start at the left, look at the first letter and then remember and say the sound it stands for. Then I need to look at the next letter and say the sound it stands for and then the next letter and sound. Then I blend the sounds together to read and say the word: /g/.../e/.../t/...*get*.”
- Ask students to segment and then blend the word *get*.
- Explain you can make a new word by changing, taking away, or adding a single phoneme/grapheme or letter/sound unit.
- Erase ‘g’ and write ‘p’ to create *pet*. As you make this change, say, “If this is *get*, what is this?” Encourage all students to respond orally.
- Continue the process completing the remaining chains.

Dictation

- Before beginning this exercise, make sure every student has a notebook, pencil, and Individual Code Chart.
- Remind students to use the Individual Code Chart as they proceed with this exercise. Encourage open and active use of this valuable tool throughout the school day.
- Tell students they are to write the word you say. Read the first word, use it in a sentence, and then read the word only once more, allowing time for students to write.
- Use the procedure with each of these words.

pit

tip

bib

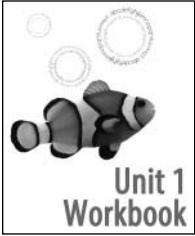
- After all of the words have been called out, tell students you will now show them the correct spelling for each word so they can correct their own work. Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, copying and writing the correct spelling next to it. You may wish to refer to the Individual Code Chart as you write these words to model use of the chart.

Reading Time**Whole Group: “The Campsite”**

Worksheet 2.1

- Tell students they are going to practice reading a story about Kate and her adventure in the West. Ask students who Kate is visiting.
- Distribute the workbooks and ask students to turn to Worksheet 2.1 while you display the same worksheet using any medium you have selected. Point to and read the title of the story, reminding students the title provides an idea of what the story is about.
- Write the word *camp-site* on the board and read it aloud with students. Explain a campsite is the place you set up your tent when you go camping. Tell students to pay attention as they listen to and read this story about Kate’s camping trip. Ask students what jobs have to be done to set up a campsite.
- Remind students that sometimes you will read parts of the story alone and sometimes they will read with you.
- Have students use their pointer fingers to follow along as you/they read aloud. Tap your head and then read several sentences alone. Model reading with expression and fluency. Then pause, point to the students, and encourage them to read a sentence or two aloud with you. Continue in this manner until the entire story has been read.

Story Questions



Worksheet 2.2

- When you finish reading the story, ask students to look at Worksheet 2.2 while you display the same page.
- Tell students you are going to complete this page together.
- Read and answer each question together, being sure to model the following:
 - Read the entire question and all possible answers before choosing an answer.
 - Once you have chosen an answer, look back in the text to check that the answer is correct.
 - If you don't know the answer, look back at the text and read aloud to try to find the answer.
- Model and complete the remaining questions as time allows.

Take-Home Material

“The Campsite”

- Have students take home Worksheet 2.1, “The Campsite,” to read to a family member.

Lesson 3

Back-to-School

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Use knowledge of the letter-sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words: ‘a’ > /a/; ‘e’ > /e/; ‘i’ > /i/; ‘o’ > /o/; ‘u’ > /u/ (RF.2.3a)
- ✓ Read and write words with the following letter-sound correspondences: ‘a’ as /a/ (*hat*), /æ/ (*paper*), /ə/ (*about*), or /aw/ (*wall*); ‘i’ as /i/ (*hit*), /ie/ (*item*), or /ee/ (*ski*); ‘o’ as /o/ (*hop*), /oe/ (*open*), or /u/ (*son*); ‘e’ as /e/ (*pet*), /ee/ (*me*), or /ə/ (*debate*); ‘u’ as /ue/ (*unit*) or /u/ (*but*); ‘ph’ > /f/ (*phone*), /ie/ (*try*), /i/ (*myth*), or /ee/ (*funny*); ‘ir’ (*bird*), ‘ur’ (*hurt*), or ‘er’ as /er/ (*her*); ‘ar’ > /ar/ (*car*) or /or/ (*war*); ‘al’ > /ə/ + /l/ (*animal*); ‘il’ > /ə/ + /l/ (*pencil*); ‘ul’ > /ə/ + /l/ (*awful*); ‘el’ > /ə/ + /l/ (*travel*), ‘le’ > /ə/ + /l/ (*apple*); ‘tion’ > /sh/ + /ə/ + /n/; ‘ph’ > /f/ (*phone*); ‘ch’ > /k/ (*school*); ‘a’ > /o/ (*water*) (RF.2.3e)
- ✓ Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed (L.2.2d)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Consonant Code Flip Book and Chart Review	Consonant Code Flip Book; Spelling Cards for /k/, /g/, /v/, /f/, /h/, /l/; tape; Individual Code Chart; fine-tip red markers for each child	15
Chaining	Teacher Chaining		10
Writing	Dictation	notebooks and pencils	10
Reading Time	Whole Group: “The Hike”	Worksheet 3.1; projection system	15
Comprehension	Story Questions	Worksheet 3.2; projection system	10
Take-Home Material	“The Hike”	Worksheet 3.1	*

Consonant Code Flip Book and Chart Review

- Before beginning this exercise, display the Consonant Code Flip Book within view of all students; also have the Spelling Cards listed in At a Glance readily available.
- Turn to **page 5** in the **Consonant Code Flip Book**. Ask students whether this page shows vowel sounds and spellings or consonant sounds and spellings.
- Remind students the consonant sounds will always be written in red on the Spelling Cards.
- Using the same procedure as in earlier lessons, review the following letter-sound correspondences found on these pages of the Consonant Code Flip Book.

Consonant Code Flip Book Pages

1. 'k' > /k/ (*kid*) Consonant Code Flip Book on page 5
2. 'g' > /g/ (*gift*) Consonant Code Flip Book on page 6
3. 'f' > /f/ (*fit*) Consonant Code Flip Book on page 9
4. 'v' > /v/ (*vet*) Consonant Code Flip Book on page 10
5. 'l' > /l/ (*lip*) Consonant Code Flip Book on page 19
6. 'h' > /h/ (*hot*) Consonant Code Flip Book on page 20

- Distribute the red markers and tell students to turn to **page 2** of the **Individual Code Chart**.
- The spellings for today can be found on the following pages of the Individual Code Chart.

Individual Code Chart

1. 'k' > /k/ (*kid*) Individual Code Chart on page 2
2. 'g' > /g/ (*gift*) Individual Code Chart on page 2
3. 'f' > /f/ (*fit*) Individual Code Chart on page 3
4. 'v' > /v/ (*vet*) Individual Code Chart on page 3
5. 'l' > /l/ (*lip*) Individual Code Chart on page 5
6. 'h' > /h/ (*hot*) Individual Code Chart on page 5

Point out which consonant sounds in each pair are voiced and unvoiced: /k/ (unvoiced) - /g/ (voiced); /f/ (unvoiced) - /v/ (voiced). Emphasize that sounds in each pair resemble one another very closely, which is why these sounds and spellings are grouped together on the Code Chart. This may be useful to know when students are referring to their own charts for spelling help.

- After each letter-sound correspondence is reviewed on the Code Flip Book page, guide students in outlining each of the appropriate cards on the chart and the letter spelling.
- Prompt students to summarize the code information conveyed by each of these new cards on their chart.

Teacher Chaining

- You will chain the following words on whatever medium you have selected (board, whiteboard, Smart Board, or chart paper).

- kid > lid > lad > lag > log > jog > jug > jut > jet > vet
- lap > lad > had > hid > bid > bed > beg > bug > hug > lug

- Tell students you are going to write the word *kid*.
- Remind them you can make a new word by changing, taking away, or adding a single phoneme/grapheme or letter/sound unit.
- Ask students to segment and then blend the word *kid*.
- Erase 'k' and write 'l' to create *lid*. As you make this change, say, "If this is *kid*, what is this?"
- Continue the process with the remaining words. For each new word, remember to always say, "If this is . . . what is this?"
- Keep the pace moving briskly.

Writing

10 minutes

Dictation

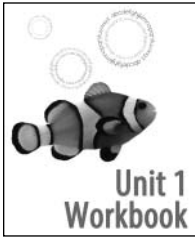
- Before beginning this exercise, make sure every student has their notebook, pencil, and the Individual Code Chart. Tell students they are to write the word you say. Read the first word, use it in a sentence, and then read the word only once more, allowing time for students to write.
- Use this procedure with each of these words.

job

hog

top

- After all of the words have been called out, tell students you will now show them the correct spelling for each word so they can correct their own work. Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it. You may wish to consider modeling use of the Individual Code Chart as you complete this exercise.

Whole Group: “The Hike”

Worksheet 3.1

- Tell students they are going to practice reading another story about Kate.
- Distribute the Workbooks and ask students to turn to Worksheet 3.1 while you display the same worksheet. Point to and read the title of the story, reminding students the title provides an idea of what the story is about.
- Ask students if they have been on a hike. What kind of things might you see on a hike?
- Ask students what they think the story might be about, based on the title.
- Tell students to listen to and read the story carefully to find out what Kate and Max find on their hike.
- If students in your classroom have read the earlier stories with ease, you may want to change the manner in which you read aloud today’s story. You may want to select individual students to read a sentence or two, allowing other students to take turns reading the story aloud until it is finished. (Avoid Round Robin reading; utilize another method such as Popcorn Reading. Popcorn Reading is when a student reads a predetermined amount of text such as one sentence, then chooses a fellow student to read next.)
- If many students in your class still seem uncertain about reading aloud on their own, read this story in the same manner you read the earlier stories, i.e., you read some parts of the story alone and students read some sentences with you.

Comprehension**10 minutes****Story Questions**

Worksheet 3.2

- When you finish reading the story, ask students to look at Worksheet 3.2 while you display the same page.
- Tell students you are going to complete this page together.
- Read and answer each question together, being sure to model the following:
 - Read the entire question and all possible answers before choosing an answer.
 - Once you have chosen an answer, look back in the text to check that the answer is correct.
 - If you don’t know the answer, look back at the text and read aloud to try to find the answer.
- Model and complete the remaining questions as time allows.

Take-Home Material

“The Hike”

- Ask students to take home Worksheet 3.1, “The Hike,” to practice reading to a family member.

Lesson 4

Back-to-School

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Use knowledge of the letter-sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words: 'a' > /a/; 'e' > /e/; 'i' > /i/; 'o' > /o/; 'u' > /u/ (RF.2.3a)
- ✓ Read and write words with the following letter-sound correspondences: 'a' as /a/ (*hat*), /æ/ (*paper*), /ə/ (*about*), or /aw/ (*wall*); 'i' as /i/ (*hit*), /ie/ (*item*), or /ee/ (*ski*); 'o' as /o/ (*hop*), /oe/ (*open*), or /u/ (*son*); 'e' as /e/ (*pet*), /ee/ (*me*), or /ə/ (*debate*); 'u' as /ue/ (*unit*) or /u/ (*but*); 'ph' > /f/ (*phone*), /ie/ (*try*), /i/ (*myth*), or /ee/ (*funny*); 'ir' (*bird*), 'ur' (*hurt*), or 'er' as /er/ (*her*); 'ar' > /ar/ (*car*) or /or/ (*war*); 'al' > /ə/ + /l/ (*animal*); 'il' > /ə/ + /l/ (*pencil*); 'ul' > /ə/ + /l/ (*awful*); 'el' > /ə/ + /l/ (*travel*), 'le' > /ə/ + /l/ (*apple*); 'tion' > /sh/ + /ə/ + /n/; 'ph' > /f/ (*phone*); 'ch' > /k/ (*school*); 'a' > /o/ (*water*) (RF.2.3e)
- ✓ Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed (L.2.2d)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Consonant Code Flip Book and Chart Review	Consonant Code Flip Book; Spelling Cards for /th/, /th/, /n/, /ng/, /sh/, /ch/; tape; Individual Code Chart; fine-tip red markers for each child	15
Chaining	Teacher Chaining		10
Writing	Dictation	notebooks and pencils	10
Reading Time	Whole Group: "The Bone Man"	Worksheet 4.1; projection system	15
Comprehension	Story Questions	Worksheet 4.2; projection system	10
Take-Home Material	"The Bone Man"	Worksheet 4.1	*

Consonant Code Flip Book and Chart Review

- Before beginning this exercise, display the Consonant Code Flip Book within view of all students; also have the six Spelling Cards listed in At a Glance readily available.
- Turn to **page 7** in the **Consonant Code Flip Book**. Ask students whether this page shows vowel sounds and spellings or consonant sounds and spellings.
- Remind students consonant sounds will always be written in red on the Spelling Cards.
- Using the same procedure as in earlier lessons, review the following letter-sound correspondences found on these pages of the Consonant Code Flip Book.

Consonant Code Flip Book Pages

1. 'ch' > /ch/ (*chin*) Consonant Code Flip Book on page 7
2. 'th' > /th/ (*thin*) Consonant Code Flip Book on page 13
3. 'th' > /th/ (*them*) Consonant Code Flip Book on page 14
4. 'n' > /n/ (*nut*) Consonant Code Flip Book on page 16
5. 'ng' > /ng/ (*sing*) Consonant Code Flip Book on page 17
6. 'sh' > /sh/ (*shop*) Consonant Code Flip Book on page 24

Remind students when two letters are used to spell one sound, such as 'ng,' 'sh,' 'ch,' or 'th,' it is called a digraph.

- Place the Spelling Cards on the appropriate Code Flip Book pages.
- Point out and discuss the power bar for each spelling.
- Distribute the red markers and tell students to turn to **page 2** of the **Individual Code Chart**.
- Today's letter-sound correspondences can be found on the following pages of the students' Individual Code Charts.

Individual Code Chart

1. 'ch' > /ch/ (*chin*) Individual Code Chart on page 2
2. 'th' > /th/ (*thin*) Individual Code Chart on page 4
3. 'th' > /th/ (*them*) Individual Code Chart on page 4
4. 'n' > /n/ (*nut*) Individual Code Chart on page 4
5. 'ng' > /ng/ (*sing*) Individual Code Chart on page 4
6. 'sh' > /sh/ (*shop*) Individual Code Chart on page 6

- After each letter-sound correspondence is reviewed on the Code Flip Book page, guide students in outlining each of the appropriate cards on the chart and the letter spelling.
- Prompt students to summarize the code information conveyed by each of these new cards on their chart.

Chaining

10 minutes

Teacher Chaining

- You will chain the following words on whatever medium you have selected (board, whiteboard, Smart Board, chart paper).

1. lip > hip > ship > chip > chin > thin > then
2. that > fat > chat > cat > can > cash

- Tell students you are going to write the word *lip*. Remind them you can make a new word by changing, taking away, and adding a single phoneme/grapheme or letter/sound unit.
- Mention to students today they will work with chains involving digraphs. Remind them that while spelled with two letters, a digraph represents only one sound, so even though a change in digraphs may involve two letters, it still only involves a single sound.
- Ask students to segment and then blend the word *lip*.
- Erase 'l' and write 'h' to create *hip*. As you make this change, say, "If this is *lip*, what is this?"
- Continue the process with the remaining words. Be sure to call students' attention to the digraphs once they appear in the chain; digraphs may be added at the beginning or end of a word. It may be helpful to underline a digraph as you write it, for example, *sh**ip*, to emphasize even though there are two letters being changed, added, or deleted, there is still only one sound.
- For each new word, remember to say, "If this is _____, what is this?"
- Today, instead of asking all students to respond as a group, select individual students to respond. Keep the pace moving briskly.

Dictation

- Before beginning this exercise, make sure every student has their notebook, pencil, and Individual Code Chart.
- Tell students they are to write the word you say. Read the first word, use it in a sentence, and then read the word only once more, allowing time for students to write.
- Use this procedure with each of these words.

fed

jet

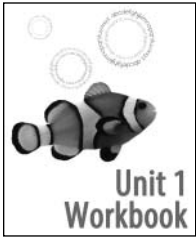
pen

- After all of the words have been called out, tell students you will now show them the correct spelling for each word so they can correct their own work. Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.

Reading Time**Whole Group: “The Bone Man”**

Worksheet 4.1

- Tell students they are going to practice reading another story about Kate.
- Distribute the Workbooks and ask students to turn to Worksheet 4.1 while you display the same worksheet. Point to and read the title of the story, reminding students the title provides an idea of what the story is about.
- Ask students what the story might be about, based on the title. Tell students to listen to and read the story carefully to find out why someone might be called “the bone man.”
- If students in your classroom have read the earlier Kate stories with ease, you may want to change the manner in which you read aloud today’s story; allowing individual students to take turns reading the story aloud.
- If many students in your class still seem uncertain about reading aloud on their own, read this story in the same manner you read the earlier stories, i.e., you read some parts of the story alone and students will read other sentences with you.



Worksheet 4.2

Story Questions

- When you finish reading the story, tell students to look at Worksheet 4.2 while you display the same page.
- Tell students you are going to do this page together, reading and answering questions to see if they understood the story.
- Read and answer each question together, being sure to model the following:
 - Read the entire question and all possible answers before choosing an answer.
 - Once you have chosen an answer, look back in the text to check that the answer is correct.
 - If you don't know the answer, look back at the text and read aloud to try to find the answer.
- Model and complete the remaining questions as time allows.

Take-Home Material

"The Bone Man"

- Ask students to take home the story, "The Bone Man," to practice reading to a family member.

Lesson 5

Back-to-School

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Use knowledge of the letter-sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words: ‘a’ > /a/; ‘e’ > /e/; ‘i’ > /i/; ‘o’ > /o/; ‘u’ > /u/ (RF.2.3a)
- ✓ Read and write words with the following letter-sound correspondences: ‘a’ as /a/ (*hat*), /æ/ (*paper*), /ə/ (*about*), or /aw/ (*wall*); ‘i’ as /i/ (*hit*), /ie/ (*item*), or /ee/ (*ski*); ‘o’ as /o/ (*hop*), /oe/ (*open*), or /u/ (*son*); ‘e’ as /e/ (*pet*), /ee/ (*me*), or /ə/ (*debate*); ‘u’ as /ue/ (*unit*) or /u/ (*but*); ‘ph’ > /f/ (*phone*), /ie/ (*try*), /i/ (*myth*), or /ee/ (*funny*); ‘ir’ (*bird*), ‘ur’ (*hurt*), or ‘er’ as /er/ (*her*); ‘ar’ > /ar/ (*car*) or /or/ (*war*); ‘al’ > /ə/ + /l/ (*animal*); ‘il’ > /ə/ + /l/ (*pencil*); ‘ul’ > /ə/ + /l/ (*awful*); ‘el’ > /ə/ + /l/ (*travel*), ‘le’ > /ə/ + /l/ (*apple*); ‘tion’ > /sh/ + /ə/ + /n/; ‘ph’ > /f/ (*phone*); ‘ch’ > /k/ (*school*); ‘a’ > /o/ (*water*) (RF.2.3e)
- ✓ Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed (L.2.2d)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Consonant Code Flip Book and Chart Review	Consonant Code Flip Book; Spelling Cards for /s/, /z/, /m/, /w/, /r/, /y/, /x/, /qu/; tape; Individual Code Chart; fine-tip red markers for each child	15
Chaining	Teacher Chaining		10
Writing	Dictation	notebooks and pencils	10
Reading Time	Whole Group: “The Big Dig”	Worksheet 5.1; projection system	15
Comprehension	Story Questions	Worksheet 5.2; projection system	10
Take-Home Material	“The Big Dig”	Worksheet 5.1	*

Consonant Code Flip Book and Chart Review

- Before beginning this exercise, display the Consonant Code Flip Book within view of all students; also have the eight Spelling Cards listed in At a Glance readily available.
- Turn to **page 11** in the **Consonant Code Flip Book**. Ask students whether this page shows vowel sounds and spellings or consonant sounds and spellings.
- Remind students consonant sounds will always be written in red on the Spelling Cards.
- Using the same procedure as in earlier lessons, review the following letter-sound correspondences found on these pages of the Consonant Code Flip Book.

Consonant Code Flip Book Pages

1. 's' > /s/ (*sun*) Consonant Code Flip Book on page 11
2. 'z' > /z/ (*zip*) Consonant Code Flip Book on page 12
3. 'm' > /m/ (*mad*) Consonant Code Flip Book on page 15
4. 'r' > /r/ (*red*) Consonant Code Flip Book on page 18
5. 'w' > /w/ (*wet*) Consonant Code Flip Book on page 21
6. 'y' > /y/ (*yes*) Consonant Code Flip Book on page 22
7. 'x' > /x/ (*tax*) Consonant Code Flip Book on page 23
8. 'qu' > /qu/ (*quit*) Consonant Code Flip Book on page 25

- Place the Spelling Cards on the appropriate Code Flip Book pages.
- Point out and discuss the power bar for each spelling.
- Distribute the red markers and tell students to turn to **page 3** in the **Individual Code Chart**.

- The letter-sound correspondences for today’s lesson can be found on the following pages of the Individual Code Chart.

Individual Code Chart

1. ‘s’ > /s/ (*sun*) Individual Code Chart on page 3
2. ‘z’ > /z/ (*zip*) Individual Code Chart on page 3
3. ‘m’ > /m/ (*mad*) Individual Code Chart on page 4
4. ‘w’ > /w/ (*wet*) Individual Code Chart on page 5
5. ‘r’ > /r/ (*red*) Individual Code Chart on page 5
6. ‘y’ > /y/ (*yes*) Individual Code Chart on page 6
7. ‘x’ > /x/ (*tax*) Individual Code Chart on page 6
8. ‘qu’ > /qu/ (*quit*) Individual Code Chart on page 6

- After each letter-sound correspondence is reviewed on the Code Flip Book page, guide students in outlining each of the appropriate cards on the chart and the the letter spelling.
- Prompt students to summarize the code information conveyed by each of these new cards on their chart.

Chaining

10 minutes

Teacher Chaining

- Chain the following words on whatever medium you have selected (board, whiteboard, Smart Board, chart paper).

1. rat > rang > ring > king > sing > zing > wing > win
2. yes > yet > set > sit > six > mix

- Tell students you are going to write the word *rat*. Remind them you can make a new word by taking away and adding a single phoneme/grapheme or letter/sound unit. Call attention to digraphs when they are included in the chain.
- Ask students to segment and then blend the word *rat*.
- Erase ‘t’ and write ‘ng’ to create *rang*. As you make this change, say, “If this is *rat*, what is this?”
- Continue the process with the remaining words. For each new word, remember to always say, “If this is _____ what is this?”
- Today, instead of asking all students to respond as a group, ask individual students to respond. Keep the pace moving briskly.

Dictation

- Before beginning this exercise, make sure every student has their notebook, pencil, and Individual Code Chart.
- Tell students they are to write the word you say. Read the first word, use it in a sentence, and then read the word only once more, allowing time for students to write.
- Use this procedure with each of these words.

mud

hug

sun

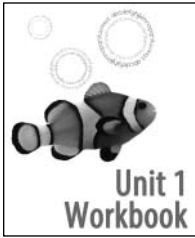
- After all of the words have been called out, tell students you will now show them the correct spelling for each word so they can correct their own work. Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.

Reading Time**Whole Group: “The Big Dig”**

Worksheet 5.1

- Tell students they are going to practice reading another story about Kate.
- Distribute the Workbooks and tell students to turn to Worksheet 5.1 while you display the same worksheet. Point to and read the title of the story, reminding students the title provides an idea of what the story is about.
- Tell students this is a story about Nan, Kate, and Max going out to the cliff. Ask students to listen to and read the story carefully to find out what happens while they are at the big dig.
- If students in your classroom have read the earlier Kate stories with ease, you may want to change the manner in which you read aloud today’s story, allowing individual students to take turns reading the story aloud.
- If many students in your class still seem uncertain about reading aloud on their own, read this story in the same manner that you read the earlier stories, i.e., you read some parts of the story alone and students will read other sentences with you.

Story Questions



Worksheet 5.2

- When you finish reading the story, tell students to look at Worksheet 5.2 while you display the same page.
- Tell students you are going to do this page together.
- Read and answer each question together, being sure to model the following:
 - Read the entire question and all possible answers before choosing an answer.
 - Once you have chosen an answer, look back in the text to check that your answer is correct.
 - If you don't know the answer, look back at the text and read aloud to try to find the answer.
- Model and complete the remaining questions as time allows.

Take-Home Material

“The Big Dig”

- Ask students to take home Worksheet 5.1, “The Big Dig,” to practice reading to a family member.

Assessment

The focus of Lessons 6–10 is to gauge students’ reading knowledge through the Story Reading and Word Reading Assessments. Taking this time to assess students is crucial to ensure their success as readers. The assessments will help you determine which students have the knowledge and skills they need to profit from Grade 2 Skills instruction and which students need to be regrouped to an earlier point in the Skills program. Warm-Ups are omitted this week in order to maximize the amount of time needed to assess students. Details about interpretation of students’ scores for placement are provided in the Placement section of this Teacher Guide.

Independent Work

We have created worksheets for students to complete independently while others are being assessed. They have been designed for students to work on without direct teacher guidance. You may also incorporate an independent activities routine in your classroom, such as looking at trade books, working at a listening station, or writing in journals.

It is important for students to be engaged in activities allowing you to maintain a calm atmosphere conducive to assessment. Decide on the procedure you will implement for preparing students to work independently so things run smoothly during this time.

Core Knowledge Language Arts K–1 Experience

To accurately place students in reading groups, it is helpful to have a basic overview of the program from Grades K–1. The following chart provides a broad overview of what is taught in Grades K and 1. Students who did well in CKLA in Grade 1 should be ready for the Grade 2 sequence. In general, students who mastered CKLA Grade 1 material from:

- Units 1–6 should have *adequate* preparation for the Grade 2 sequence.
- Unit 7 should have *good to outstanding* preparation.

Core Knowledge Language Arts K–2 Experience

Kindergarten	
Units 1–2 Purely Oral Phonemic Awareness	
Units 3–5 One-to-one letter-sound correspondences, CVC words with “short” vowel sounds like <i>cat, dog, bed</i>	
Unit 6 Consonant Clusters, CCVC words like <i>flag</i> , CVCC words like <i>dust</i> , CCVCC words like <i>blast</i>	
Unit 7 Consonant sounds written with digraph spellings, e.g., ‘sh’, ‘ch’, ‘th’, ‘ng’	Grade 1
Units 8–9 Tricky Words, double-letter spellings like ‘ss’, ‘ff’, ‘ck’	Unit 1 Review of CVC, CCVC, CVCC, CCVCC words; Tricky Words
Unit 10 Basic code spellings for /ee/ spelled ‘ee’, /ae/ spelled ‘a_e’, /oe/ spelled ‘o_e’, /ie/ spelled ‘i_e’, and /ue/ spelled ‘u_e’; Tricky Words	Unit 2 Basic code spellings for /ee/ spelled ‘ee’, /ae/ spelled ‘a_e’, /oe/ spelled ‘o_e’, /ie/ spelled ‘i_e’, and /ue/ spelled ‘u_e’; Tricky Words
	Unit 3 Basic code spellings for vowel sounds /oo/, /ou/, /oi/, and /aw/; Tricky Words
	Unit 4 Basic code spellings for r-controlled vowel sounds (/er/, /ar/, /or/), past-tense endings, two-syllable words; Tricky Words
	Grade 2
	Unit 1 Review of basic code spellings for /a/, /i/, /e/, /o/, /u/ and all consonant sounds; spelling alternatives for /s/, /j/, /w/, /r/, /n/; tricky spellings for ‘c’, ‘g’, ‘n’
	Unit 2 Review of basic code spellings for /ae/, /ee/, /ie/, /oe/, /ue/, /oo/, /oo/, /ou/, /oi/, /er/, /or/, /ar/; spelling alternatives for /ee/, /ou/, /oi/
	Unit 3 Spelling alternatives for long vowel sounds, e.g., ‘ai’ and ‘ay’ for /ae/, ‘oa’ for /oe/
	Unit 4 Spelling alternatives for: /er/, /i/, /ie/, /oe/, /ee/, and /aw/; tricky spellings for ‘e’, ‘ow’
	Unit 5 Spelling alternatives for /u/ and /ə/, tricky spellings for ‘a’, ‘e’, ‘o’, ‘o_e’, and ‘ou’
	Unit 6 Spelling alternatives for /er/, /o/, /ə/, /k/, /f/

Scoring and Placement

At the end of each lesson, there is information in the Scoring section about evaluating students' scores. The Scoring section also tells you which students will take the next Story Reading and Word Reading tests. After Lesson 10, information is provided guiding the placement of students in appropriate reading groups in the Placement section.

If the placement tests indicate a student is not ready for Grade 2, it is imperative the student be regrouped to get Skills instruction matching his or her reading ability. There is an appropriate placement in the K–1–2 CKLA materials for every reader (and for nonreaders, as well), but the beginning of Grade 2 is not the best place for students with limited code knowledge and reading ability or for students who rely on picture clues, whole word recollection, and guessing instead of reading by blending.

Lesson 6

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)
- ✓ Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*) (L.2.4d)

<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
<i>Student Performance Task Assessment</i>	<i>Story Reading Assessment "Snacks"</i>	Worksheets 6.1, 6.2	Will Vary: 20–30
<i>Independent Work</i>	<i>Worksheet</i>	Worksheets 6.3, 6.4	Will Vary: 30–40
<i>Scoring</i>	<i>Scoring "Snacks"</i>	Placement Planning Sheet	

Advance Preparation

Copy the Placement Planning Sheet in the Placement section located after Lesson 10 of this Teacher Guide.

Student Performance Task Assessment

The primary purpose of this week will be to assess all students to determine placement and instruction in the appropriate level of CKLA materials. Starting today, students will read a story silently and then answer comprehension questions. The stories and questions are located in students' Workbooks. Depending on the student, each assessment can take from 20 to 30 minutes to complete. We have provided additional worksheets that can be completed independently each day after students have finished their assessment.

Students will turn in their completed Story Reading Assessment to you. They should be scored as soon as possible to determine which students will continue with the next assessment. You will follow the same procedure each day this week, i.e., students who successfully complete the daily Story Reading Assessment will continue to read a new story and questions the next day.

If/when students do not successfully complete a Story Reading Assessment, you will give those students an individually administered Word Reading Assessment in order to more accurately determine individual reading strengths and weaknesses for placement consideration. You will begin administering the Word Reading Assessment to any students who do not successfully complete the Story Reading Assessment, "Snacks," today.

As noted above, throughout all lessons this week, we have provided worksheets with instructional activities students should be able to complete independently to ensure adequate time to assess students individually.

Feel free to provide additional or alternate independent activities for students, including looking at trade books, writing in journals, or other activities that can be completed with little or no teacher assistance.

10 Story Reading Assessment "Snacks"

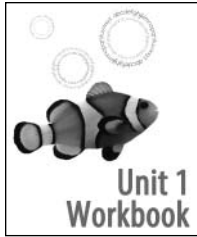
The Story Reading Assessment tests the student's ability to read connected prose and answer simple multiple-choice questions. Each assessment consists of a story and eight multiple-choice questions. The questions are meant to be relatively easy. "Snacks" is 51 words long. It uses only one-syllable words and only a few of the most basic spellings, all of which are taught in Kindergarten.

- Have all students tear out "Snacks" on Worksheet 6.1 and the story comprehension page on Worksheet 6.2.
- Have students read the story to themselves and answer the multiple-choice questions on the accompanying page. Tell them they can and should look back at the story and use it to help them answer the questions.
- This is not a timed assessment (the times provided in the At a Glance section are estimates). Allow enough time for students to answer the questions.



Worksheets 6.1, 6.2

Independent Work



Worksheets 6.3, 6.4

Some students will complete the assessment more rapidly than others. We have included other work that can be completed independently. Students may complete Worksheets 6.3 and 6.4 when they finish “Snacks.” In addition, they can be engaged in the independent activities you have planned for them, such as quietly looking at trade books, working at listening centers, or writing in journals. Remember, it is important your classroom maintain a calm environment conducive to student assessment.

Scoring

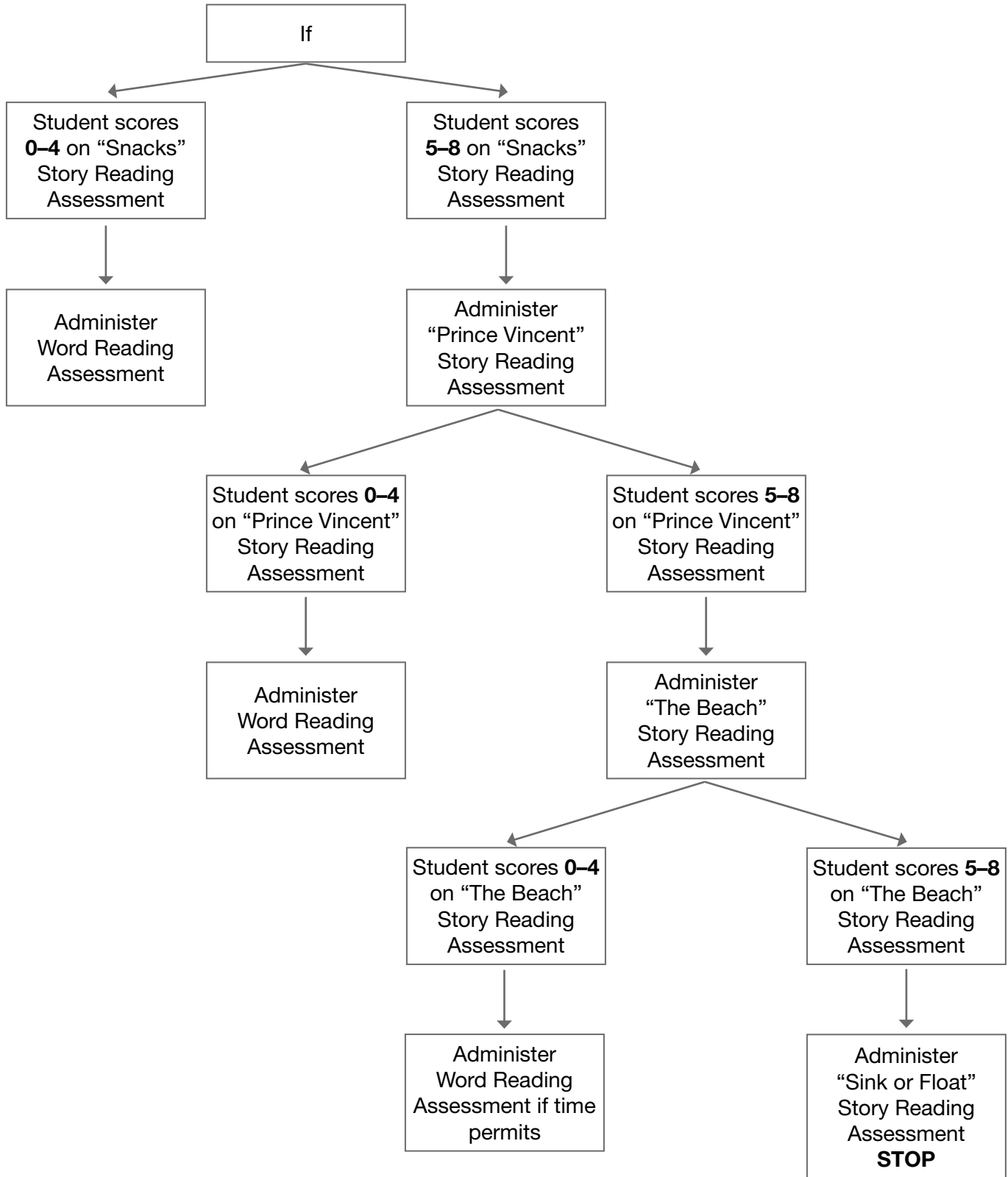
Scoring “Snacks”

We recommend you score the “Snacks” Assessment during this class period as soon as students complete the assessment. Enter students’ scores on the Placement Planning Sheet found in the Placement Section following Lesson 10 of this Teacher Guide. Those students who were able to answer **five or more of the questions correctly** will take the “Prince Vincent” Assessment tomorrow. Students who answered **fewer than five correct** will take the Word Reading Placement Assessment tomorrow, which will help you determine placement for those students.

- | | |
|------|------|
| 1. C | 5. B |
| 2. A | 6. C |
| 3. A | 7. B |
| 4. A | 8. C |

Flow Chart for Order of Student Performance Task Assessment

Administer "Snacks" Story Reading Assessment to entire class.



Please Note: Cutoff scores on this page are used only to determine which tests to administer during the beginning of the year. The scores on this page are not used in interpreting Assessment Scores.

Lesson 7

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL.2.6)

At a Glance	Exercise	Materials	Minutes
Student Performance Task Assessment	Story Reading Assessment “Prince Vincent”; Word Reading Assessment	Worksheets 7.1, 7.2; Word Reading Assessment; Worksheet 7.9	Will Vary
Independent Work	Worksheets	Worksheets 7.3, 7.4	Will Vary
Scoring	Scoring “Prince Vincent”	Placement Planning Sheet	

Student Performance Task Assessment

10 Story Reading Assessment “Prince Vincent”

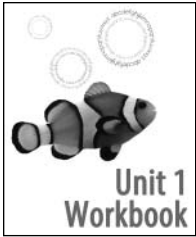


Worksheets 7.1, 7.2

This assessment will be given to students who scored five or more correct on “Snacks.” The story, “Prince Vincent,” is Worksheet 7.1 and the story comprehension sheet is Worksheet 7.2.

Please follow the instructions previously provided for administration of the Story Reading Assessment.

Word Reading Assessment



Worksheet 7.5

You will begin the Word Reading Assessment with students who scored fewer than five correct on “Snacks.” This assessment will provide further information about where to place students. It will also help you pinpoint specific letter-sound correspondences the student does not know.

This is a single-word reading assessment that needs to be administered individually. It consists of 120 words that contain particular spellings. The words have been sequenced to reflect the order of instruction in the CKLA program: the first 15 words are CVC words students read in Units 3–5 of Kindergarten; the next 15 words contain consonant clusters and are similar to the words taught in Unit 6 of Kindergarten, and so on.

Assess one student at a time, asking him or her to bring the Word Reading Record Sheet (Worksheet 7.5) to the assessment area. You will use this sheet to record the student’s answers while the student reads the words located at the end of this lesson.

You may place a marker under each row of words in order to eliminate student confusion when reading.

Ask the student to read the words aloud to you.

Place an ‘X’ on the record sheet next to any word the student gets wrong or fails to read. If you have time, write the word the student says instead so you can further analyze errors.

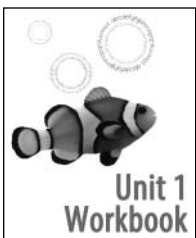
Do not coach or correct the student.

Have the student move to the next word if he/she cannot read it quickly.

If the student fails to read six words in a row and becomes frustrated, you may discontinue the assessment. **Exception:** If the student misses a series of six Tricky Words in lines 9–12, jump to line 13 to see if the student can read more advanced decodable words.

Independent Work

Worksheets



Worksheets 7.3, 7.4

Students may work on Worksheets 7.3 and 7.4, as well as the additional independent activities you have planned.

Scoring

Scoring “Prince Vincent”

Use the key below to score “Prince Vincent.”

- | | | | |
|------|------|------|------|
| 1. A | 3. A | 5. C | 7. A |
| 2. C | 4. C | 6. C | 8. C |

Enter students’ scores on the same Placement Planning Sheet used yesterday. Those students who were able to answer **five or more of the questions correctly** will complete “The Beach” assessment tomorrow. Students who answered **fewer than five correct** will take the Word Reading Assessment starting tomorrow to help you determine placement for those students.

WORD READING ASSESSMENT

1. cat hot run jet wax

2. zip kid bad fog hum

3. man vet fig yes lip

4. brag grab stop spit flap

5. drip clip dust send left

6. taps dogs crust print crabs

7. that song thin fill shed

8. chop sack mess stuff quiz

9. the to a of was

10. you said they would are

11. have who one from there

12. were two your their any

13. name fine cheek home cute

14. loud book oil soon law

15. her fork card filled helped

16. whip cent honk germ dance

17. large knot rinse serve itch

18. sold we snow aim fight

19. funny reach fry may ski

20. bunnies making blind Pete road

21. along work mother more done

22. apple action hurt animal bird

23. wall now push head fault

24. new unit boy early student

Lesson 8

✓ Objectives

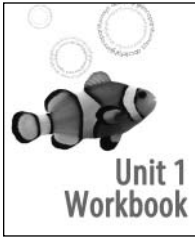
The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)
- ✓ Read and understand decodable text of appropriate complexity for Grades 2–3 that incorporates the specific code knowledge taught (RL.2.10)
- ✓ Read independently and demonstrate understanding of nonfiction/informational text in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range (RI.2.10)
- ✓ Use knowledge of the letter-sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words: ‘a’ > /a/; ‘e’ > /e/; ‘i’ > /i/; ‘o’ > /o/; ‘u’ > /u/ (RF.2.3a)
- ✓ Read and write words with the following letter-sound correspondences: ‘a’ as /a/ (*hat*), /æ/ (*paper*), /ə/ (*about*), or /aw/ (*wall*); ‘i’ as /i/ (*hit*), /ie/ (*item*), or /ee/ (*ski*); ‘o’ as /o/ (*hop*), /oe/ (*open*), or /u/ (*son*); ‘e’ as /e/ (*pet*), /ee/ (*me*), or /ə/ (*debate*); ‘u’ as /ue/ (*unit*) or /u/ (*but*); ‘ph’ > /f/ (*phone*), /ie/ (*try*), /i/ (*myth*), or /ee/ (*funny*); ‘ir’ (*bird*), ‘ur’ (*hurt*), or ‘er’ as /er/ (*her*); ‘ar’ > /ar/ (*car*) or /or/ (*war*); ‘al’ > /ə/ + /l/ (*animal*); ‘il’ > /ə/ + /l/ (*pencil*); ‘ul’ > /ə/ + /l/ (*awful*); ‘el’ > /ə/ + /l/ (*travel*), ‘le’ > /ə/ + /l/ (*apple*); ‘tion’ > /sh/ + /ə/ + /n/; ‘ph’ > /f/ (*phone*); ‘ch’ > /k/ (*school*); ‘a’ > /o/ (*water*) (RF.2.3e)

At a Glance	Exercise	Materials	Minutes
Student Performance Task Assessment	Story Reading Assessment “The Beach”; Word Reading Assessment	Worksheets 8.1, 8.2; Word Reading Assessment; Worksheet 7.5	Will Vary
Independent Work	Worksheets	Worksheets 8.3, 8.4, 8.5	Will Vary
Scoring	Scoring “The Beach”	Placement Planning Sheet	*

Student Performance Task Assessment

10 Story Reading Assessment “The Beach”



Worksheets 7.5, 8.1,
8.2, 8.3, 8.4, and 8.5

- This assessment will be given to students who scored five or more correct on “Prince Vincent.” The story, “The Beach,” is Worksheet 8.1 and the story comprehension sheet is Worksheet 8.2.

Word Reading Assessment

- Continue assessing any students who scored less than five correct on “Snacks” and “Prince Vincent.” Please follow the instructions provided in lesson 7 for administering the Word Reading Assessment.

Independent Work

Worksheets

- Students may work on Worksheets 8.3, 8.4, and 8.5, as well as the additional independent activities you have planned.

Scoring

Scoring “The Beach”

- Use the following key to score “The Beach.”

1. A	5. C
2. A	6. B
3. B	7. A
4. B	8. A
- Enter students’ scores on the Placement Planning Sheet. Those students who were able to answer **five or more of the questions correctly** will take the “Sink or Float” assessment tomorrow. Students who answered **fewer than five correct** will take the Word Reading Assessment starting tomorrow to help you determine placement for those students.

Lesson 9

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)
- ✓ Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*) (L.2.4d)

At a Glance	Exercise	Materials	Minutes
Student Performance Task Assessment	Story Reading Assessment “Sink or Float”; Word Reading Placement Assessment	Worksheets 9.1, 9.2; Word Reading Assessment; Worksheet 7.5	Will Vary
Independent Work	Worksheets	Worksheets 9.3, 9.4	Will Vary
Scoring	Scoring “Sink or Float”	Placement Planning Sheet	*

Student Performance Task Assessment

10 Story Reading Assessment “Sink or Float”



Worksheets 7.5,
9.1–9.4

This assessment will be given to students who scored five or more correct on “The Beach.” The story “Sink or Float” is Worksheet 9.1 and the story comprehension sheet is Worksheet 9.2. This is the last Story Reading Assessment.

Word Reading Assessment

- Continue assessing students who scored less than five correctly on “Snacks,” “Prince Vincent,” and/or “The Beach.”

Independent Work

Worksheets

- Students can work on Worksheets 9.3 and 9.4, as well as the additional independent activities you have planned.

Scoring

Scoring “Sink or Float”

- If you have finished administering all individual Word Reading Placement Assessments today, use the following key to score “Sink or Float.”

1. B	5. B
2. A	6. C
3. A	7. A
4. A	8. B
- Enter students’ scores on the Placement Planning Sheet to help you determine placement for students. There is not another reading test after “Sink or Float.” Tomorrow will be spent assessing any remaining students to whom you still need to administer the Word Reading Placement Assessment. Priority should be given to assessing the lowest-performing students.

Lesson 10

Student Performance
Task Assessment

✓ Objectives

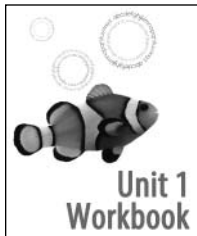
The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed (L.2.2d)
- ✓ Use and expand complete simple and compound sentences orally and in own writing (L.2.1f)

At a Glance	Exercise	Materials	Minutes
Student Performance Task Assessment	Word Reading Assessment	Worksheet 7.5; Word Reading Assessment	Will Vary
Independent Work	Worksheets	Worksheets 10.1, 10.2	Will Vary

Student Performance Task Assessment

10 Word Reading Placement Assessment



Worksheets 7.5, 10.1,
10.2

- Continue assessing students who scored less than five correct on “Snacks,” “Prince Vincent,” and/or “The Beach.” Priority should be placed on assessing the lowest-performing students, if there is not sufficient time to individually assess all students.
- When you have finished assessing students, you can begin the process of placing students into appropriate reading groups. Guidance on how to go about determining these groups for students is provided in the next section, Placement.

Independent Work

Worksheets

- Students may complete Worksheets 10.1 and 10.2, as well as the additional independent activities you have planned.

Placement

Moving Forward with Unit 1 Lessons

We recognize that it will likely take some time for teachers to fully score, record, and analyze assessment data for all students. We have deliberately planned Unit 1 as a review of Grade 1 skills with no new Grade 2 skills introduced.

We provide guidance below for a thorough analysis of the assessment data; **you should complete this analysis for each student well before the end of Unit 1 instruction.** This analysis will inform decisions as to whether students are ready to continue with Grade 2, Unit 2 instruction or whether other instruction is needed to ensure mastery of skills taught in CKLA at the Grade 1 level. Students may lack these skills for a variety of reasons, including being new to CKLA, perhaps having used different approaches and/or instructional materials in previous grades, difficulty in thoroughly mastering these skills in spite of having participated in CKLA instruction, and so on. Whatever the reason, it is important to identify code knowledge gaps now and address them rather than simply push students ahead through the CKLA Grade 2 materials.

Multi-Level Analysis of Assessments

You will want to conduct an analysis of each student's performance on the various assessments using different "filters" or "lenses." We recommend you first look at each student's overall performance on these assessments for guidance as to whether a given student has the prerequisite skills needed to profit from Grade 2 instruction with standard pacing. As noted above, Unit 1 of Grade 2 CKLA provides a review of all of the short vowel letter-sound correspondences as well the various consonant letter-sound correspondences taught in First Grade. All students, including those who performed well, will benefit from this review. However, the review is fast-paced. Students with low overall scores and performance on the assessments will profit from additional teaching of Grade 1 skills.

Interpreting Student Scores for Placement

Once you have administered and scored all assessments, enter students' scores on the Placement Planning Sheet located at the end of this section. Consideration of these scores is critical in determining what Skills instruction students need and how to group students to facilitate the best delivery of this instruction. We recommend that you use the **Interpreting Assessment Scores** chart on the next page to make a first attempt to assign students in your class to a particular group. You may find, however, that you have students whose scores do not fall neatly into one of the categories on this chart. In these cases, you will need to take a much closer look at each student's performance on the assessments, using the specific analysis charts for **Word Reading Analysis** and **Story Reading Analysis**.

INTERPRETING ASSESSMENT SCORES

Note: The scores on this page should not be confused with the scores provided for the administration of assessments on page 50. Each of the scores in this chart represents a degree of mastery on the combined assessments administered.

If student scores:	After Grade 2 Unit 1, instruction should start with:	Group
7 or more correct on “Sink or Float”	Grade 2 Unit 2 This student has OUTSTANDING preparation for Grade 2 Skills.	1
0–4 correct on “Sink or Float;” 6 or more correct on “The Beach,” and 100 or more correct on Word Reading Assessment	Grade 2 Unit 2 This student has STRONG preparation for Grade 2 Skills.	1
6 or more correct on “The Beach,” 6 or more correct on “Prince Vincent,” and 80–100 correct on Word Reading Assessment*	This student has ADEQUATE and possibly STRONG preparation for Grade 2 Skills, with good comprehension and decoding of individual words. Provide targeted small group remediation for the specific letter-sound correspondences missed, using selected materials from the Grade 2 or Grade 1 <i>Assessment and Remediation Guide</i> .	1 or 2*
0–4 correct on “The Beach” and 6 or more correct on “Prince Vincent,” and 60–80 correct on Word Reading Assessment*	This student has ADEQUATE and possibly STRONG preparation for Grade 2 Skills, with good comprehension and decoding of individual words. Provide targeted small group remediation for the specific letter-sound correspondences missed, using selected materials from the Grade 2 or Grade 1 <i>Assessment and Remediation Guide</i> .	1 or 2*
5 or more correct on “Prince Vincent” and 5 or more correct on “Snacks,” and 60 or more correct on Word Reading Assessment*	This student has somewhat ADEQUATE preparation for Grade 2 Skills. Provide targeted small group remediation for the specific letter-sound correspondences misread on the Reading Words in Isolation Assessment, as well as materials from Grade 2 or Grade 1 <i>Assessment and Remediation Guide</i> .	2 or 3*
0–4 correct on “Prince Vincent” and 5 or more correct on “Snacks,” and 60 or more correct on Word Reading Assessment*	This student has somewhat ADEQUATE preparation for Grade 2 Skills. Provide targeted small group remediation for the specific letter-sound correspondences misread on the Reading Words in Isolation Assessment, as well as materials from Grade 2 or Grade 1 <i>Assessment and Remediation Guide</i> .	2 or 3*
5 or more correct on “Snacks” and 30 or less correct on Word Reading Assessment	This student has QUESTIONABLE preparation for Grade 2 Skills. S/he first needs a <u>comprehensive review of all material from the Grade 2 Unit 1 <i>Assessment and Remediation Guide</i></u> , before starting CKLA Grade 2 Unit 2. If CKLA Kindergarten and Grade 1 materials are available, another option may be to use those materials before starting CKLA Grade 2 Unit 2.	3
0–4 Correct on “Snacks” and 30 or less correct on Word Reading Assessment	This student has INADEQUATE preparation for Grade 2 Skills. S/he first needs a <u>comprehensive review of all material from the Grade 1 <i>Assessment and Remediation Guide</i></u> . If CKLA Kindergarten and Grade 1 materials are available, another option may be to use those materials before starting CKLA Grade 2 Unit 2.	Intensive Remediation

*Students scoring in the upper range of words correct may be ready for instruction in the more advanced grouping, i.e., one instead of two or two instead of three.

Taking a Closer Look at Assessment Performance

Word Reading in Isolation Assessment Scores

The more words a student is able to read and the farther the student is able to progress in the assessment are indicators of preparation for Grade 2.

There are a total of 120 words included in Lines 1–24 of the Word Reading in Isolation Assessment. As a general rule of thumb, students who show good performance on the first 17 lines of the test, i.e., 85 words, have **adequate preparation** for Grade 2. Students who struggle with many of the words on these early lines may need to be regrouped to an earlier point in the CKLA grade-level materials.

Lines 9–12 consist of 20 Tricky Words taught in prior grades. Tricky Words are words that contain a sound-spelling that doesn't follow the basic code or is unusual enough to have not yet been taught. Students who struggle with these words will need remediation on any words read incorrectly. (See the *Grade 2 Assessment and Remediation Guide* for practice worksheets.)

Students who are also able to read words on lines 18–24, an additional 35 words, may have **strong or outstanding preparation** for Grade 2. They may also be ready to read trade books independently.

The Word Reading lines consist of the following:

- Lines 1–3: CVC words with short vowel spellings.
- Lines 4–6: words made up of short vowel spellings containing common consonant clusters
- Lines 7–8: words made up of short vowel spellings containing common consonant digraphs
- Lines 9–12: Tricky Words
- Lines 13–15: words with vowel digraphs, diphthongs and r-controlled vowels
- Lines 16–17: words with spelling alternatives for consonant sounds
- Lines 18–20: words with common vowel spelling alternatives for long vowel sounds
- Lines 21–22: words that include /ə/
- Lines 23–24: words with more spelling alternatives for vowel sounds

Story Reading Assessment Scores

Students who answered 0–4 questions correctly on “Snacks” likely have **inadequate preparation** for the Grade 2 sequence of Skills instruction. These students likely have fairly significant skills deficits and will need to be regrouped to an earlier point of instruction in the CKLA grade-level materials. Additional information from the Word Reading Assessment should be used to guide placement.

Students who can answer five or more of the questions on “Snacks” and “Prince Vincent” likely have **adequate preparation** for the Grade 2 sequence. Students who cannot do this need remediation and/or to be regrouped to an earlier point in the CKLA grade-level materials. Additional information from the Word Reading Assessment should be used to guide placement.

Students who can answer five or more of the questions on “The Beach” likely have **strong preparation** for Grade 2 and may be ready to read trade books.

Students who can answer five or more of the questions on “Sink or Float” have **outstanding preparation** for Grade 2 and are almost certainly ready to read trade books independently. If there are enough students performing at this level, they may be grouped together for Skills so they can move at a faster pace.

Note: Grade 1 teachers were asked to pass forward a summary of CKLA results for each student to Grade 2 teachers. A strong performance on the end-of-year Grade 1 assessment is an indication that the student should be ready for Grade 2 instruction, even if his or her performance on this placement assessment is now slightly below his performance at the end of the Grade 1 school year. Some learning loss is expected during the summer months if students have not been encouraged to continue reading. These students may also benefit from targeted practice using selected pages from either the Grade 1 or Grade 2 *Assessment and Remediation Guide*.

Analyzing Borderline Scores

Students with borderline scores are the most challenging to place. In particular, you may have some students who are right on the border between being strong enough readers to benefit from the Grade 2 instruction and not having adequate preparation. These might include students who read the first story on the Story Reading Assessment and answered most of the questions correctly but struggled with the second story, or they might include students whose performance was inconsistent on lines 9–17 of the Word Reading Assessment.

We strongly recommend that you take a closer look at these students’ assessment performance using the **Word Reading Analysis and Story Reading Analysis Charts** that follow, keeping the following points in mind:

- In assessing the **Word Reading Assessment**, remember not all poor scores are the same. Five correct out of 15 on a section of this assessment probably indicates a major problem reading the words or spellings in question. Ten correct out of 15, however, might result from the student not knowing a small set of letter-sound correspondences. This sort of problem can often be remediated in supplemental small group sessions, and may not require placing the student at an earlier point in the sequence of instruction.

- In assessing the **Story Reading Assessment**, be aware that some students may have little previous experience with multiple-choice tests. They may struggle to answer the questions even if they read the story and understood it. You may wish to have borderline students read the story aloud to you and then discuss it with you.
- Remember one possibility is to place the student back at an earlier point in the CKLA grade-level materials, but a second possibility is to place them in the Grade 2 material and then provide remediation to correct specific problems. For example, if you can identify the specific letter-sound correspondences causing difficulty, or the specific Tricky Words he or she has not learned, you may be able to provide extra practice sessions while the student participates in Grade 2 instruction.
- If you are considering grouping less-prepared students with stronger students and teaching both groups the Grade 2 sequence, be sure to individualize instruction during small group time to meet all students' needs.
- If you feel you will be unable to provide such additional support sessions, this may be a reason to regroup less-prepared students to an earlier point in the CKLA grade-level materials.

WORD READING ANALYSIS CHART: GUIDELINES FOR EVALUATING RESULTS

Lines	Code Knowledge Assessed	Correct	Placement Guidelines
1–3	<ul style="list-style-type: none"> CVC words with single-letter spellings, e.g., <i>cat</i>, <i>dog</i>, <i>pig</i> Taught in Units 2–5 of Kindergarten 	11 or fewer out of 15	<ul style="list-style-type: none"> NOT READY for Grade 2 Skills Needs Intensive Remediation (Grade 2 Assessment and Remediation Guide, Unit 1, or Kindergarten CKLA Unit 3)
4–6	<ul style="list-style-type: none"> Initial and final consonant clusters (CCVC, CVCC, CCVCC) Taught in Unit 6 of Kindergarten 	11 or fewer out of 15	<ul style="list-style-type: none"> NOT READY for Grade 2 Skills Needs Intensive Remediation (Grade 2 Assessment and Remediation Guide, Unit 1, or Kindergarten CKLA Unit 6)
7–8	<ul style="list-style-type: none"> Consonant digraphs, e.g., <i>thin</i>, <i>song</i> Double-letter spellings for consonant sounds, e.g., <i>stuff</i>, <i>rock</i> Taught in Units 7 and 8 of Kindergarten 	6 or fewer out of 10	<ul style="list-style-type: none"> NOT READY for Grade 2 Skills Needs Intensive Remediation (Grade 2 Assessment and Remediation Guide, Unit 1, or Kindergarten CKLA Unit 6)
9–12	<ul style="list-style-type: none"> 20 high-frequency Tricky Words Most are introduced in Units 8 and 9 of Kindergarten and again in Units 1–4 of Grade 1 	12 or fewer out of 20	<ul style="list-style-type: none"> If other word reading is adequate, provide targeted remediation from Grade 2 Assessment and Remediation Guide
13–15	<ul style="list-style-type: none"> Basic code spellings for “long” vowel sounds (like /ae/, /ee/), diphthongs (like /oi/, /ou/), and r-controlled vowels (/er/, /ar/, and /or/), including conventional digraph spellings (<i>sweet</i>, <i>shout</i>) and split digraphs (<i>hope</i>, <i>bike</i>) Taught in Units 2–4 of Grade 1 	10 or fewer out of 15	<ul style="list-style-type: none"> Preparation for Grade 2 is QUESTIONABLE, but may be ADEQUATE depending on performance in other sections Provide targeted remediation from Grade 2 Assessment and Remediation Guide or Grade 1 CKLA Units 2–4 Closely monitor student progress
16–17	<ul style="list-style-type: none"> Spelling alternatives for consonant sounds, including ‘tch’ for /ch/, ‘c’ for /s/, ‘g’ for /j/ Taught in Units 5 and 6 of Grade 1 	7 or fewer out of 10	<ul style="list-style-type: none"> Preparation for Grade 2 is QUESTIONABLE but may be ADEQUATE depending on performance in other sections Provide targeted remediation from Grade 2 Assessment and Remediation Guide or Grade 1 CKLA Units 5–6 Closely monitor student progress during Units 1–3 of Grade 2

18–20	<ul style="list-style-type: none"> Spelling alternatives for the “long” vowel sounds /ae/, /oe/, /ie/, and /ee/ Taught in Unit 7 of Grade 1 	10 or fewer out of 15	<ul style="list-style-type: none"> Preparation for Grade 2 is <u>ADEQUATE</u>
21–22	<ul style="list-style-type: none"> More spelling alternatives for vowel sounds, including /u/, schwa, /er/, /or/ 	11 or more out of 15	<ul style="list-style-type: none"> Preparation for Grade 2 is <u>STRONG</u>
23–24	<ul style="list-style-type: none"> More spelling alternatives for vowel sounds, including alternatives not taught in Grade 1 	6 or fewer out of 10	<ul style="list-style-type: none"> Preparation for Grade 2 is <u>STRONG</u>
		7 or more out of 10	<ul style="list-style-type: none"> Preparation for Grade 2 is <u>OUTSTANDING</u>
		6 or fewer out of 10	<ul style="list-style-type: none"> Preparation for Grade 2 is <u>STRONG–OUTSTANDING</u>
		7 or more out of 10	<ul style="list-style-type: none"> Preparation for Grade 2 is <u>OUTSTANDING</u>

2. "Prince Vincent"	About 150 words	<ul style="list-style-type: none"> All of the above plus the following: <ul style="list-style-type: none"> Basic-code spellings for "long" vowel sounds including 'ee' > /ee/ (<i>bee</i>), 'a_e' > /ae/ (<i>came</i>), 'o_e' > /oe/ (<i>rode</i>), and 'i_e' > /ie/ (<i>ride</i>) Basic-code spellings for other vowel sounds, including 'oo' > /oo/ (<i>foolish</i>), 'oo' > /oo/ (<i>look</i>), 'ou' > /ou/ (<i>loud</i>), 'oi' > /oi/ (<i>voice</i>) Basic-code spellings for /er/ (<i>after</i>), /ar/ (<i>far</i>), /or/ (<i>north</i>) Spelling alternatives for consonant sounds, including 'c' > /s/ (<i>Vincent</i>) and 'ce' > /s/ (<i>prince</i>) Tricky Words taught in Units 1–6 of Grade 1, e.g., <i>once</i>, <i>was</i>, <i>there</i>, <i>from</i>, <i>he</i>, <i>a</i>, <i>said</i>, <i>would</i>, <i>are</i>, and <i>I</i> Past-tense endings with <i>-ed</i> as in <i>looked</i> Two-syllable words 	<p>< 5 Poor</p> <p>5 Borderline</p> <p>6–8 Adequate– Strong</p>	<p>Student was not able to make sense of a story comparable to the ones in the Reader for Unit 6 of Grade 1. Student <u>MAY OR MAY NOT BE READY</u> for the Grade 2 sequence. Use Word Reading scores for placement.</p> <p>The student most likely understood the story, but there is about a 10% chance of getting a 5 by lucky guessing. If the student also received a borderline score on "Snacks," administer the Word Reading Assessment. If the student had a good score on "Snacks" but borderline on "Prince Vincent," give "The Beach" test.</p> <p>Student was able to make sense of a story comparable to the ones included in the Reader for Unit 6 of Grade 1. Student has <u>ADEQUATE</u> preparation for the Grade 2 Skills. You may still want to administer the Word Reading Assessment, if you have time, to pinpoint specific letter-sound correspondences that need to be reinforced.</p>
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3. "The Beach"	About 225 words	<ul style="list-style-type: none"> All of the above, plus common spelling alternatives for /ae/ (<i>Sunday, David, pain</i>), /oe/ (<i>okay, elbows, toes, boat</i>), /ie/ (<i>diving, brightly</i>), /ee/ (<i>Eve, sunny, beach</i>) Two-syllable words 	< 5 Adequate	<p>Student was not able to make sense of a story comparable to the ones in the Reader for Unit 7 of Grade 1. However, student has ADEQUATE preparation for Grade 2 Skills. Start in Grade 2 Skills, but closely monitor progress for the first three units.</p> <p>The student most likely understood the story, but there is about a 10% chance of getting a 5 by lucky guessing. Give the "Sink or Float" test.</p> <p>Student was able to make sense of a story comparable to the ones in the Reader for Unit 7 of Grade 1. Student has STRONG preparation for Grade 2 and <i>may also be ready to read trade books independently.</i></p>
4. "Sink or Float"	About 350 words	<ul style="list-style-type: none"> All of the above plus additional spellings taught in Units 9–10 of Grade 1, e.g., <i>Thursday, first, vacation, ankles</i>, plus some words with unusual spellings, e.g., <i>decision, tough, again, garage, heavy</i>. Two- and three-syllable words 	< 5 5 6–8	<p>Student was not able to make sense of this story, which contains some unusual and rare spellings. However, if the student made it this far, he or she has STRONG preparation for Grade 2 and <i>may also be ready to read trade books independently.</i></p> <p>The student most likely understood the story, but there is about a 10% chance of getting a 5 by lucky guessing. However, as noted above, this student has STRONG preparation for Grade 2.</p> <p>Student was able to make sense of a story that contains some unusual and rare spellings not taught in the Grade 1 curriculum. Student has OUTSTANDING preparation for Grade 2 and is <i>almost certainly ready to read trade books independently.</i> The Grade 2 curriculum will help the student systematize the code knowledge he or she has learned and build fluency, while also improving writing and spelling ability.</p>

Placement and Grouping Guidelines

We highly recommend that all Grade 2 teachers meet as a grade-level team to examine students' scores across the entire grade level, rather than having each teacher examine only the scores of students in his or her own classroom. Homogeneous grouping for Skills instruction is the most efficient and effective way to differentiate instruction and meet students' needs when teaching phonics skills. Once the grade-level team has examined the scores of all students on these assessments, you may find that it makes sense to regroup some students on the basis of their specific decoding skills for purposes of Skills instruction only.

The student scores you have been recording for both assessments will be useful in deciding where students should be placed for Skills instruction. Once students have been placed and grouped, these scores can be shared with other teachers who may be working with students for Skills.

(CKLA Skills instruction also includes spelling, grammar, and writing. However, decisions about placement in the CKLA materials are based on evaluating students' reading (decoding) and basic comprehension skills.)

Grade 2 teachers should meet as a team after they have completed the Placement Planning Chart (having assigned a group number to each student in their class). Teachers may wish to write each student's name and group number on an index card for ease in grouping students. Using the group numbers, begin sorting students from all classrooms on the basis of their group number, using the following guidelines.

<p>If there is only one classroom teacher per grade level . . .</p>	<p>...the teacher should start all students in Groups 1 and 2 with CKLA Grade 2, Unit 2, providing individualized remediation in small groups using Pausing Point activities and/or the <i>Assessment and Remediation Guide</i> as needed. Group 3 needs intensive intervention outside the regular classroom and should not start with CKLA Grade 2, Unit 2.</p>
<p>If there are two classroom teachers per grade level . . .</p>	<p>...one teacher provides Skills instruction to all Group 1 and 2 students, starting with CKLA Grade 2, Unit 2, while the other teacher provides Skills instruction to all Group 3 students, starting with Grade 2, Unit 1 of the <i>Assessment and Remediation Guide</i>. OR . . . one teacher provides Skills instruction to all Group 1 students, starting with CKLA Grade 2, Unit 2; the other teacher should provide Skills instruction to all Group 2 students, starting with CKLA Grade 2, Unit 2; and all Group 3 students, who need intensive intervention outside the regular classroom, would not start with CKLA Grade 2, Unit 2 but rather be provided the needed intervention.</p>
<p>If there are three classroom teachers per grade level . . .</p>	<p>...one teacher provides Skills instruction to all Group 1 students, starting with CKLA Grade 2, Unit 2; another teacher provides Skills instruction to all Group 2 students, starting with CKLA Grade 2, Unit 2; and the third teacher provides Skills instruction to all Group 3 students, who need intensive intervention, starting with Grade 2, Unit 1 of the <i>Assessment and Remediation Guide</i>.</p>
<p>If there are four classroom teachers per grade level...</p>	<p>...one teacher provides Skills instruction to all Group 1 students, starting with CKLA Grade 2, Unit 2; another teacher provides Skills instruction to the higher-level Group 2 students, starting with CKLA Grade 2, Unit 2; a third teacher provides Skills instruction to the lower-level Group 2 students, starting with CKLA Grade 2, Unit 2; and the fourth teacher provides Skills instruction to all Group 3 students, who need intensive intervention, starting with the Grade 2, Unit 1 of the <i>Assessment and Remediation Guide</i>.</p>

Note to Teacher

If you have access to Grade 1 and/or Kindergarten materials, you may consider using those materials in addition to or in lieu of the Grade 2 *Assessment and Remediation Guide*.

Placement for Listening & Learning

The Skills placement tests do not provide a basis for regrouping students during the Listening & Learning period. In fact, all students should participate in the Listening & Learning sessions on grade level, regardless of their decoding skills. Limited decoding skills will not prevent the student from learning from the read-alouds, discussions, and activities in Listening & Learning. In fact, the focus on oral language in the Listening & Learning periods may provide struggling decoders with an opportunity to shine.

Lesson 11

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Use knowledge of the letter-sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words: 'a' > /a/; 'e' > /e/; 'i' > /i/; 'o' > /o/; 'u' > /u/ (RF.2.3a)
- ✓ Read and write words with the following letter-sound correspondences: 'a' as /a/ (*hat*), /æ/ (*paper*), /ə/ (*about*), or /aw/ (*wall*); 'i' as /i/ (*hit*), /ie/ (*item*), or /ee/ (*ski*); 'o' as /o/ (*hop*), /oe/ (*open*), or /u/ (*son*); 'e' as /e/ (*pet*), /ee/ (*me*), or /ə/ (*debate*); 'u' as /ue/ (*unit*) or /u/ (*but*); 'ph' > /f/ (*phone*), /ie/ (*try*), /i/ (*myth*), or /ee/ (*funny*); 'ir' (*bird*), 'ur' (*hurt*), or 'er' as /er/ (*her*); 'ar' > /ar/ (*car*) or /or/ (*war*); 'al' > /ə/ + /l/ (*animal*); 'il' > /ə/ + /l/ (*pencil*); 'ul' > /ə/ + /l/ (*awful*); 'el' > /ə/ + /l/ (*travel*), 'le' > /ə/ + /l/ (*apple*); 'tion' > /sh/ + /ə/ + /n/; 'ph' > /f/ (*phone*); 'ch' > /k/ (*school*); 'a' > /o/ (*water*) (RF.2.3e)
- ✓ Read the following Tricky Words: *he, she, we, be, me, the, was, of, a, do, down, how, to, two, what, where, why, from, once, one, could, would, should, there, said, says, why, word* (RF.2.3f)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Read and understand decodable text of appropriate complexity for Grades 2–3 that incorporates the specific code knowledge taught (RL.2.10)

At a Glance	Exercise	Materials	Minutes
Spelling	Introduce Spelling Words and Family Letter	Worksheets 11.1, 11.2	15
Tricky Words	Today's Tricky Words: <i>the, he, she, we, be, me</i>	marker; yellow index cards for words <i>the, he, she, we, be, me</i>	10
Today's Spellings	Double-Letter Spellings for Consonant Sounds	Consonant Code Flip Book; Spelling Cards for 'bb' > /b/ (<i>rubbing</i>), 'cc' > /k/ (<i>hiccup</i>), 'ck' > /k/ (<i>black</i>), 'dd' > /d/ (<i>add</i>), 'ff' > /f/ (<i>stuff</i>), 'gg' > /g/ (<i>egg</i>), 'll' > /l/ (<i>bell</i>); tape; Individual Code Chart; red fine-tip markers for each child	15
Reading Time	Partner Reading: "The Hot Dog"	<i>The Cat Bandit</i> ; Anecdotal Reading Record	20
Take-Home Material	Family Letter; Spelling Words	Worksheets 11.1, 11.2	*

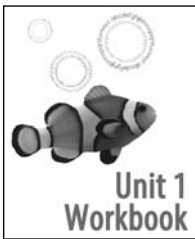
Advance Preparation

- Write the following Tricky Words on yellow index cards, one per card: *the, he, she, we, be, me*.

Spelling

15 minutes

Introduce Spelling Words and Family Letter



Worksheets 11.1, 11.2

- Explain to students that starting this week, they will have a list of spelling words to practice and learn.
- Tell students the spelling words only use the spellings they know, so they can segment and blend each word.
- Explain there is also one Tricky Word each week. Remind students Tricky Words are words that do not follow the rules, so their spellings must be memorized.
- Read and write each spelling word one at a time and have students repeat the word after you.
- Ask students to use the words in a sentence, making sure to explain the meaning of words they do not know. The words for the week are:

- | | |
|-----------|----------|
| 1. bandit | 6. think |
| 2. shelf | 7. wish |
| 3. sprang | 8. drift |
| 4. munch | 9. box |
| 5. picnic | |

Tricky Word: she

- Review the family letter. The letter explains activities students can do to practice their spelling words at home; if you wish you may add other activities. Tell students they will have an assessment on Friday, so it is important to practice the spelling words at home.
- Have students place Worksheets 11.1 and 11.2 in their notebooks/folders to take home.

Tricky Words

10 minutes

Today's Tricky Words: *the, he, she, we, be, me*

See Tricky Words in the Pausing Point for students needing additional help with Tricky Words.

Additional Tricky Word practice may be found in the *Assessment and Remediation Guide*, Unit 1 section.

- Remind students that most English words play by the rules, meaning they are pronounced and spelled as we would expect. There are a few words that do not play by the rules, including some very common and important ones. Words that do not play by the rules, i.e., words not pronounced and spelled as expected, are called “Tricky Words.”

Tricky Word: *the*

- Using the Tricky Word cards you prepared in advance, hold up the card for *the*, read the word, and use it in an oral sentence.
- Discuss which part of *the* is read just as one would expect and which part is tricky.
 - **Expected:** the letters ‘th’ are pronounced /th/. **Tricky:** the letter ‘e’ is pronounced as a schwa or as /ee/.

Tricky Word: *he*

- Hold up the card for *he*, read the word, and use it in an oral sentence.
- Discuss which part of the word *he* is read just as one would expect and which part is tricky.
 - **Expected:** the letter ‘h’ is pronounced /h/. **Tricky:** the letter ‘e’ is pronounced /ee/ instead of /e/.

Tricky Word: *she, we, be, me*

- Repeat these steps for the Tricky Words *she, we, be, and me*, explaining the first spelling in each word is read just as one would expect and the second spelling is tricky in the same way in all of the words.
- **Tricky:** It is pronounced /ee/ rather than /e/.
- Students who finished Unit 6 of CKLA for Grade 1 may already know ‘e’ as a spelling alternative for /ee/.
- After going over the Tricky Words, complete a quick flash card review. You do not need to discuss which parts are tricky; simply ask students to read the word.

Double-Letter Spellings for Consonant Sounds

- Before beginning this exercise, display the Consonant Code Flip Book within view of all students; also have the seven Spelling Cards listed in At a Glance readily available.
- Tell students they will review spellings that involve two of the same letters sitting side by side to stand for one consonant sound.
- Remind students the consonant sounds will always be written in red on the Spelling Cards.
- Today's letter-sound correspondences can be found on these pages of the Consonant Code Flip Book.

Consonant Code Flip Book Pages

1. 'bb' > /b/ (*rubbing*) Consonant Code Flip Book on page 2
2. 'dd' > /d/ (*add*) Consonant Code Flip Book on page 4
3. 'cc' > /k/ (*hiccup*) Consonant Code Flip Book on page 5
4. 'ck' > /k/ (*black*) Consonant Code Flip Book on page 5
5. 'gg' > /g/ (*egg*) Consonant Code Flip Book on page 6
6. 'ff' > /f/ (*stuff*) Consonant Code Flip Book on page 9
7. 'll' > /l/ (*bell*) Consonant Code Flip Book on page 19

- Using the same procedure as in earlier lessons, review the letter-sound correspondences listed in the box above. Prior to introducing a new spelling for a sound, be sure to point out any previously taught spellings. For example, before teaching the spelling 'bb' for /b/, remind students they have already learned /b/ is spelled most frequently as 'b'.
- Distribute the red markers.
- Ask students to outline the cards and the letter spellings in their Individual Code Charts; today's letter-sound correspondences can be found on these pages of the Individual Code Chart.

Individual Code Chart

1. 'bb' > /b/ (*rubbing*) Individual Code Chart on page 1
2. 'dd' > /d/ (*add*) Individual Code Chart on page 1
3. 'cc' > /k/ (*hiccup*) Individual Code Chart on page 2
4. 'ck' > /k/ (*black*) Individual Code Chart on page 2
5. 'gg' > /g/ (*egg*) Individual Code Chart on page 2
6. 'ff' > /f/ (*stuff*) Individual Code Chart on page 3
7. 'll' > /l/ (*bell*) Individual Code Chart on page 5

- Also remember to discuss the power bar for each spelling.
- Point out the double-letter spellings used at the end of words and in the middle of longer words, but they are rarely found at the beginning of words.

Reading Time

20 minutes

Partner Reading: “The Hot Dog”

Note to Teacher



Chapter 1

Before having students read, review the procedures they will follow, such as taking turns for partner reading.

Listen to students while they read. You should strategically plan which students you will observe so you are certain to hear each child read aloud at least one to two times a week. Jot down notes in the Anecdotal Reading Record from the Teacher Resources section at the back of this teacher guide while you listen to students read. Write short notes to document students’ struggles and improvements.

Introducing the Reader and Story

- Today students will read in their new Reader, *The Cat Bandit*.
- Discuss the title of the Reader. Write the word *bandit* on the board. Ask students to read the word *bandit* by sounding out each syllable, blending them together, and reading the word aloud.
- Tell students *bandits* are people who take things that do not belong to them. A synonym for *bandit* is *robber*.
- Have students turn to the Table of Contents. Explain the purpose of a table of contents.
 - The table of contents tells the reader the names of each chapter and the page on which each chapter begins.
- Looking at the Table of Contents, ask students the title of the first story in the Reader. Then ask students on which page “The Hot Dog” begins, telling them they will read this story today.
- Remind students that stories are made up of sentences, and sentences end with some type of punctuation.
- Tell students in “The Hot Dog,” there are sentences ending in periods and there are sentences ending in exclamation points. Write an exclamation point on the board and review this punctuation, which tells us to read the sentence with excitement.
- Write the sentence “Get up.” on the board and read it aloud. Then switch the period to an exclamation point. Read “Get up!” with excitement, modeling for students how the exclamation point changes the tone of a sentence.

Challenging Vocabulary

- Remind students that some of their new spelling words will be in “The Hot Dog.” Tell them to pay special attention and look for these words when reading.
- Preview vocabulary that may be unfamiliar to students. For “The Hot Dog,” you may want to preview the words *den* and *drift*.

Purpose for Reading

- Ask students to predict what the Reader might be about based on the title.
- Tell students they should read carefully to find out if their predictions are correct.

Partner Reading

- Have students read “The Hot Dog” with their partners.
- When listening to students read, check for understanding and correct use of end punctuation, specifically the exclamation point.

Discussion Questions

- Discuss the comprehension questions when all students finish the story. If students have difficulty answering the questions, reread parts of “The Hot Dog” with them. Remind students to answer in complete sentences by asking them to include the question stem in their answer.

Discussion Questions on “The Hot Dog”

1. *Literal* There are two characters in this story: who are they? (Mom and the cat are two characters in the story.)
2. *Literal* Where did Mom leave her hot dog? (Mom left her hot dog on a shelf in the den.)
3. *Literal* How did the cat bandit know there was a hot dog in the den? (The cat bandit could smell the hot dog.)
4. *Literal* How did the cat bandit get to the hot dog? (The cat bandit got up on the bench, sprang onto the TV, then with a big jump landed on the shelf.)
5. *Literal* What happened after the cat bandit landed on the shelf? (After the cat bandit landed on the shelf, he ate the hot dog.)

Take-Home Material

Family Letter; Spelling Words

- Have students take home Worksheets 11.1 and 11.2 to share with a family member.

If some student pairs finish early, they can illustrate one of the words or phrases from the Supplemental Materials section. Write several of these words or phrases on the board or chart paper prior to starting partner reading.

Supplemental Materials

Below is a list of decodable words and a list of decodable sentences and phrases.

- Decodable words:

- | | | |
|----------|------------|-----------|
| 1. sing | 10. spring | 19. ship |
| 2. bring | 11. them | 20. think |
| 3. long | 12. then | 21. king |
| 4. much | 13. thing | 22. chimp |
| 5. rash | 14. this | 23. ring |
| 6. song | 15. wish | 24. thud |
| 7. such | 16. with | 25. chop |
| 8. than | 17. chip | |
| 9. that | 18. brush | |

- Sentences and phrases:

- | | |
|-------------------|----------------------|
| 1. this and that | 7. things with wings |
| 2. the thin chimp | 8. us and them |
| 3. a bug ship | 9. fresh fish |
| 4. a long song | 10. Chop that log. |
| 5. this length | 11. Ring them up. |
| 6. Crush a can. | 12. That's it. |

If your students enjoy acting out the Wiggle Cards and you would like to create additional Wiggle Cards to have on hand, see Pausing Point Transition Times for additional decodable words and phrases.

Wiggle Cards are phrases or words describing a motion or activity students can act out. Prior to the lesson, write each word or phrase on an index card or sentence strip. You may want to designate a box or container to hold the cards. Wiggle Cards are invaluable to use at any point during the day, not just during reading, but whenever you feel students need a transition activity to refocus attention. Show students the Wiggle Card, have them read it, and let them perform the action.

- Wiggle Cards:

- | | |
|----------------|-------------------|
| 1. lift a fist | 3. hush |
| 2. sing a song | 4. bang on a drum |

Lesson 12

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read the following Tricky Words: *he, she, we, be, me, the, was, of, a, do, down, how, to, two, what, where, why, from, once, one, could, would, should, there, said, says, why, word* (RF.2.3f)
- ✓ Use knowledge of the letter-sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words: 'a' > /a/; 'e' > /e/; 'i' > /i/; 'o' > /o/; 'u' > /u/ (RF.2.3a)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- ✓ Read and understand decodable text of appropriate complexity for Grades 2–3 that incorporates the specific code knowledge taught (RL.2.10)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Sentence Capitalization and Punctuation		5
Tricky Words	Today's Tricky Words: <i>was, of, a</i>	marker; yellow index cards for the words <i>was, of, a</i>	10
Today's Spellings	Double-Letter Spellings for Consonant Sounds	Consonant Code Flip Book; Spelling Cards for 'mm' > /m/ (<i>swimming</i>), 'nn' > /n/ (<i>running</i>), 'pp' > /p/ (<i>napping</i>), 'rr' > /r/ (<i>ferret</i>), 'ss' > /s/ (<i>dress</i>), 'tt' > /t/ (<i>sitting</i>), 'zz' > /z/ (<i>buzz</i>); tape; Individual Code Chart; red fine-tip markers for each student	15
Reading Time	Whole Group: "The Chicken Nugget"	<i>The Cat Bandit</i> ; Anecdotal Reading Record, Teacher Guide Lesson 11	15
Comprehension	Order of Story Events	Worksheets 12.1, 12.2; scissors; glue	15
Take-Home Material	Tricky Words Practice	Worksheet 12.3	*

Advance Preparation

- Write the following sentences on the board, one at a time, being careful to omit ending punctuation and start the sentences with lowercase letters.

1. did Mom have a hot dog
2. such a smell
3. the smell drifted

Prior to reading time, create a chart to document story events and the cat bandit's clever ways. Create columns to record the title, characters, setting, the food the cat bandit stole, and how he got to the food. This will serve as a visual reminder of the cat bandit's adventures.

The Cat Bandit Reader also has onomatopoeia in each story, so you may choose to create a column to record these words. Onomatopoeia are words that name a sound by trying to mimic the actual sound. For example, in the sentence "the cow moos and the pig oinks," *moo* and *oink* sound like the actual animal sounds and are therefore onomatopoeia words.

Write the following Tricky Words on yellow index cards, one word per card: *was, of, a.*

Warm-Up

5 minutes

Sentence Capitalization and Punctuation

- Remind students that yesterday they read "The Hot Dog" and paid careful attention to a certain punctuation mark. Ask students if they remember the type of punctuation mark and what it tells the reader to do (exclamation point; read with excitement).
- Tell students that there is a special punctuation mark that we put at the end of sentences that ask questions. Ask students if they know the name of this type of ending punctuation mark (question mark).
- Also review with students beginning capitalization; remind students that the first letter of the first word in a sentence is capitalized.
- Referring to the sentences you prepared in advance, read the sentence aloud as a class. Ask a student to come to the board to write the correct capitalization and ending punctuation. Discuss the reason for the changes.

Today's Tricky Words: was, of, a

See Tricky Words in the Pausing Point for students needing additional help with Tricky Words.

Additional Tricky Word activities may be found in the *Assessment and Remediation Guide*, Unit 1.

- Using the prepared-in-advance Tricky Word card, display the card for *was*, read the word, and use it in an oral sentence.

Tricky Word: was

- Discuss which parts of the word are read just as one would expect and which parts are tricky.
 - **Expected:** the letter 'w' is pronounced /w/ and the letter 's' is pronounced /z/. **Tricky:** the letter 'a' is pronounced /u/.
- Hold up the card for *of* and ask students to read the word and use it in an oral sentence.

Tricky Word: of

- Discuss which parts of the word are read just as one would expect and which parts are tricky.
 - **Tricky:** the letter 'o' is pronounced /u/ and the letter 'f' is pronounced /v/.
- Hold up the card for *a* and ask students to read the word and use it in an oral sentence.

Tricky Word: a

- Discuss how the word is tricky.
 - **Tricky:** the letter 'a' is pronounced like /u/.
- After going over the Tricky Words, do a quick flash card review, including the cards from the previous lesson. You do not need to discuss which parts are tricky; simply ask students to read the word.

Today's Spellings

Double-Letter Spellings for Consonant Sounds

See Spelling Alternatives in the Pausing Point for directions on creating a spelling tree for /s/.

- Before beginning this exercise, display the Consonant Code Flip Book within view of all students; also have the seven Spelling Cards listed in At a Glance readily available.
- Tell students they will review spellings that involve two of the same letters sitting side by side to stand for one consonant sound.
- Remind students the consonant sounds will always be written in red on the Spelling Cards.

- Today's letter-sound correspondences can be found on these pages of the Consonant Code Flip Book.

Consonant Flip Book Pages

1. 'pp' > /p/ (*napping*) Consonant Code Flip Book on page 1
2. 'tt' > /t/ (*sitting*) Consonant Code Flip Book on page 3
3. 'ss' > /s/ (*dress*) Consonant Code Flip Book on page 11
4. 'zz' > /z/ (*buzz*) Consonant Code Flip Book on page 12
5. 'mm' > /m/ (*swimming*) Consonant Code Flip Book on page 15
6. 'nn' > /n/ (*running*) Consonant Code Flip Book on page 16
7. 'rr' > /r/ (*ferret*) Consonant Code Flip Book on page 18

- Using the same procedure as in earlier lessons, review the letter-sound correspondences listed in the previous box. Prior to introducing a new spelling for a sound, be sure to point out any previously taught spellings. For example, before teaching the spelling 'pp' for /p/, remind students that they have already learned that /p/ is spelled most frequently as 'p'.
- Distribute the red markers.
- Ask students to outline the cards and the letter spellings in their Individual Code Charts; today's letter-sound correspondences can be found on these pages of the Individual Code Chart.

Individual Code Chart

1. 'pp' > /p/ (*napping*) Individual Code Chart on page 1
2. 'tt' > /t/ (*sitting*) Individual Code Chart on page 1
3. 'ss' > /s/ (*dress*) Individual Code Chart on page 3
4. 'zz' > /z/ (*buzz*) Individual Code Chart on page 3
5. 'mm' > /m/ (*swimming*) Individual Code Chart on page 4
6. 'nn' > /n/ (*running*) Individual Code Chart on page 4
7. 'rr' > /r/ (*ferret*) Individual Code Chart on page 5

- Discuss the power bar for each spelling.
- Point out that double-letter spellings are used at the end of words and in the middle of longer words, but rarely at the beginning of words.

Whole Group: “The Chicken Nugget”

Note to Teacher



Chapter 2

Today you will listen to students read “The Chicken Nugget” as a class. Decide in advance how you will select students to read the story. Do not, however, read the story as a choral read. You want to use this opportunity to hear students decode words on their own.

Tomorrow students will read “The Chicken Nugget” in small groups. Students needing more support will read the story with you in one group, while more independent students will partner read on their own. As always, you will want to pay close attention to students reading today in order to divide students into two groups tomorrow.

Introducing the Story

- Have students get out the Reader, *The Cat Bandit*.
- Look at the Table of Contents together. Ask students the title of the story that comes after “The Hot Dog” and the page where the story starts (“The Chicken Nugget”; page 6). Tell students this is the story they will read today.
- Discuss the title. Ask students if they know what a *nugget* is.
 - If we use the word *nugget* to describe food, it means the food is bite-sized. We might also use the word *nugget* to describe a lump of gold or a *nugget* of wisdom, which is a small piece of good advice.
- Remind students yesterday they paid attention to a special punctuation mark. Remind students the name of the punctuation mark and what it tells the reader to do (exclamation point; read with excitement).
- Tell students to once again watch for the exclamation point in the story and remember to read those sentences with excitement.

Challenging Vocabulary

- Preview vocabulary that may be unfamiliar to students. For “The Chicken Nugget,” you may want to preview the word *sprang*.

Purpose for Reading

- Introduce the chart you created, explaining the class will use this chart to record the cat bandit’s adventures in each story. Explain each column and prompt the students to tell you what to write under each column for yesterday’s story, “The Hot Dog.”
- Based on the title of today’s story, “The Chicken Nugget,” and what happened in “The Hot Dog,” ask students to make a prediction about what will happen in the story.
- Tell students they should read the story carefully to see if their predictions are correct.

Whole Group Reading

- Have students read “The Chicken Nugget” together as a class, with individual students reading aloud.
- Jot down notes while you listen to students read to document students’ reading performance. Check for understanding and correct use of end punctuation, such as the exclamation point, when reading.

Discussion

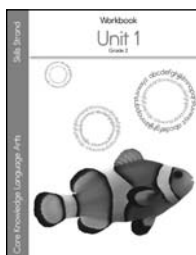
- When you are finished reading the story, discuss the comprehension questions with students. Remember to encourage students to answer in complete sentences incorporating the question stem.

Discussion Questions on “The Chicken Nugget”

1. *Inferential* The cat bandit was napping in the den; what does this mean he was doing? (The cat bandit was sleeping.)
2. *Literal* Where did Hank set his dish? (Hank set his dish in the sink.)
3. *Literal* What was on the dish? (The big chicken nugget was on the dish.)
4. *Inferential* Why did the cat bandit stop napping? (He smelled the chicken nugget.)
5. *Literal* How did the cat bandit reach the chicken nugget? (He got some boxes, set them next to each other by the sink, then he ran up the boxes.)
6. *Evaluative* What does the cat bandit do in this story that a real cat would not be likely to do? (He moved boxes and arranged them like steps so he could reach the sink.)

Comprehension

15 minutes



Worksheets 12.1, 12.2

Order of Story Events

- Ask students to tear out Worksheet 12.1 while you display the same page. Ask students to write their names on the line at the top of the page.
- Explain to students they will first number and then cut out each sentence from Worksheet 12.1 so they can put the strips in the order in which they occurred in the story.
- Complete the first sentence as a class. Have students find the first sentence in “The Chicken Nugget.” (“Hank set his dish in the sink.”)
- Have students write a number “1” by the first sentence, “Hank set his dish in the sink.”
- Tell students to find the sentence that came next in the story and write a number “2” beside it. Encourage them to look back in the Reader to find the answer.

- Tell students to number the rest of the sentences in the correct order. Once they have finished, they may cut out the sentences and glue them to the correct spot on Worksheet 12.2.
- If there are students who finish before others, have them choose a sentence to illustrate on the back of Worksheet 12.2.

Take-Home Material

Tricky Words Practice

- Have students take home Worksheet 12.3 to complete.

Supplemental Materials

Below is a list of decodable words and a list of decodable sentences and phrases. You can use these lists for spelling and/or reading practice. Also included are Wiggle Cards. Wiggle Cards are phrases or words describing a motion or activity students can act out. Show students the Wiggle Card, have them read it, and let them perform the action.

- Decodable words:

- | | |
|----------|----------|
| 1. add | 6. shall |
| 2. back | 7. spell |
| 3. black | 8. still |
| 4. off | 9. tell |
| 5. pick | |

- Sentences and phrases:

- | | |
|-------------------|---------------------|
| 1. truck stop | 5. stuck in traffic |
| 2. a bad smell | 6. sick in bed |
| 3. thick and thin | 7. Stick with it! |
| 4. rocket ship | |

- Wiggle Cards:

1. stand still
2. act sluggish
3. unpack a bag

Lesson 13

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ **Decode two-syllable words with any combination of the following syllable types: closed syllables; magic –e syllables; vowel digraph syllables; r-controlled syllables; open syllables; consonant –LE syllables** (RF.2.3c)
- ✓ **Read and write words with the following letter-sound correspondences: ‘a’ as /a/ (*hat*), /æ/ (*paper*), /ə/ (*about*), or /aw/ (*wall*); ‘i’ as /i/ (*hit*), /ie/ (*item*), or /ee/ (*ski*); ‘o’ as /o/ (*hop*), /oe/ (*open*), or /u/ (*son*); ‘e’ as /e/ (*pet*), /ee/ (*me*), or /ə/ (*debate*); ‘u’ as /ue/ (*unit*) or /u/ (*but*); ‘ph’ > /f/ (*phone*), /ie/ (*try*), /i/ (*myth*), or /ee/ (*funny*); ‘ir’ (*bird*), ‘ur’ (*hurt*), or ‘er’ as /er/ (*her*); ‘ar’ > /ar/ (*car*) or /or/ (*war*); ‘al’ > /ə/ + /l/ (*animal*); ‘il’ > /ə/ + /l/ (*pencil*); ‘ul’ > /ə/ + /l/ (*awful*); ‘el’ > /ə/ + /l/ (*travel*), ‘le’ > /ə/ + /l/ (*apple*); ‘tion’ > /sh/ + /ə/ + /n/; ‘ph’ > /f/ (*phone*); ‘ch’ > /k/ (*school*); ‘a’ > /o/ (*water*)** (RF.2.3e)
- ✓ **Read and write words with the following inflectional endings and suffixes: –ing, –ed** (RF.2.3d)
- ✓ **Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings** (RF.2.4b)
- ✓ **Read the following Tricky Words: *he, she, we, be, me, the, was, of, a, do, down, how, to, two, what, where, why, from, once, one, could, would, should, there, said, says, why, word*** (RF.2.3f)
- ✓ **Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension** (RF.2.4)
- ✓ **Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding** (RF.2.4a)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Consonant Flip Book Review	Consonant Code Flip Book	5
Today’s Spellings	Two-Syllable Words		15
Practice	Suffix Spelling Patterns	Worksheet 13.1	15
Reading Time	Small Group: “The Chicken Nugget”	<i>The Cat Bandit</i> ; Anecdotal Reading Record; Worksheets 13.2, 13.3	25
Take-Home Material	“The Hot Dog”	Worksheet 13.4	*

Note to Teacher

You may find the following information useful as you review two-syllable words in this lesson. Mastering the various letter-sound correspondences will enable students to read one-syllable words with ease. However, knowing these letter-sound correspondences is no guarantee that students will be able to apply this knowledge to reading multi-syllable words. To this end, most students will benefit from additional instruction learning to recognize, chunk, and read syllables as parts of longer words.

Most reading specialists identify six different syllable types:

Note: Syllables exemplifying each type are underlined.

- **Closed Syllables (CVC or VC)** let, pad, rod, tin, fun, bas·ket, pic·nic, un·til
- **Open Syllables (V or CV)** go, me, hi, a·pron, fi·nal, com·pre·hend
- **Consonant-LE Syllables (C-LE)** sim·ple, puz·zle, raf·fle, ca·ble, ri·fle
- **R-Controlled Syllables** art, curb, girl, fort, clerk, tur·nip, art·ist, fe·ver
- **Magic E Syllables (V-C-E)** cake, home, like, mule, Pete, mis·take, stam·pede
- **Vowel Digraph Syllables** joint, speak, proud, play, dis·may, be·low, coun·sel

Students do not need to identify syllables by these names. It is helpful, however, if they are able to recognize spelling patterns as particular syllable types so they can easily decode each syllable.

When students first encounter two-syllable words, it may be helpful to show them how to chunk the parts of a word into syllables, as follows:

- When two consonants stand between two vowels, divide the syllables between the consonants, creating one or more closed syllables.

ad·*mit*

men·*tal*

fran·*tic*

When demonstrating for students, you may also find it useful to use your finger to cover the second syllable, revealing only the first syllable for them to read. Once the students read the first syllable, the second syllable can be uncovered and read. If necessary, model for students how to blend the two syllables aloud:

magnet

mag 

 *net*

Consonant Code Flip Book Review

- Quickly review the double-letter spellings. The letter-sound correspondences can be found on these pages of the Consonant Code Flip Book:

Consonant Code Flip Book Pages

1. 'bb' > /b/ (*rubbing*) Consonant Code Flip Book on page 2
2. 'dd' > /d/ (*add*) Consonant Code Flip Book on page 4
3. 'cc' > /k/ (*hiccup*) Consonant Code Flip Book on page 5
4. 'ck' > /k/ (*black*) Consonant Code Flip Book on page 5
5. 'gg' > /g/ (*egg*) Consonant Code Flip Book on page 6
6. 'ff' > /f/ (*stuff*) Consonant Code Flip Book on page 9
7. 'll' > /l/ (*bell*) Consonant Code Flip Book on page 19

- Ask students if they remember where double-letter consonants usually occur in words (at the end of words).

Today's Spellings

15 minutes

Two-Syllable Words

See Pausing Point Two-Syllable Words for additional practice reading two-syllable words while playing Two-Syllable Baseball.

Use Worksheet PP3 to provide additional practice or to assess the students' skills in reading two-syllable words.

Additional practice with two-syllable words may be found in the *Assessment and Remediation Guide* in the Unit 1 section.

- Remind students that words can be broken into chunks called syllables. A syllable has one, and only one, vowel sound. This means a word has as many syllables as it has vowel sounds. For example, a word with one vowel sound has one syllable, and a word with two vowel sounds has two syllables.
- Tell students today they will read two-syllable words, i.e., words with two vowel sounds.
- Explain you will **not** be leaving a small space between the syllables in each two-syllable word you write today. Students should read the words by blending the sounds in the first syllable, then blending the sounds in the second syllable, and then putting the two syllables together. If needed, model this for students.
- Write the first word from the list, *basket*, on the board.
- Ask students to sound out the word by first blending the sounds in the first syllable (/b/ /a/ /s/: *bas*), then blending the sounds in the second syllable (/k/ /e/ /t/ : *ket*), and then putting the two syllables together (*basket*).

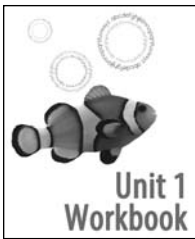
- Repeat this process with the remaining words.

- | | |
|------------|-------------|
| 1. basket | 6. bandit |
| 2. catfish | 7. picnic |
| 3. himself | 8. upset |
| 4. suntan | 9. invent |
| 5. dustpan | 10. contest |

Practice

15 minutes

Suffix Spelling Patterns



Worksheet 13.1

- Have students turn to Worksheet 13.1.
- Tell students this activity focuses on suffixes. Tell students a suffix is a group of letters added to the end of a root word. Today, students will work with the suffix *-ing*; this suffix shows an action is taking place.
- Explain that sometimes when the suffix *-ing* is added, the root word will change and follow a common spelling pattern for many consonant sounds.
- One-syllable words with a short vowel sound and a single consonant ending change to a double-letter spelling at the end when the suffix (ending) *-ing* is added.
- Complete the first three examples of Worksheet 13.1 together as a class. Read the first word in the column, *rub*, carefully explaining the shift in spelling.

“Look at the word *rub*. How many syllables is it?” (Remind students one-syllable words have one vowel sound.)

“*Rub* has one syllable. Let’s look to see if it has a short vowel in it. Yes, the ‘u’ in *rub* is a short vowel. Does *rub* end in a single consonant? Yes, ‘b’ is a single consonant.

Since *rub* is a one-syllable word that has a short vowel sound and ends in a single consonant, we add an extra ‘b’ before adding the *-ing* to *rub*. *Rub* turns to *rubbing*.”

Write *rubbing* in the next column. Circle the root word, *rub*, and underline the suffix *-ing*.

- If students seem comfortable with the pattern, have them fill in the rest of the table on their own. Otherwise, complete the remaining items together.

Small Group: “The Chicken Nugget”

Note to Teacher



Chapter 2

Alternatively, you can use small group time to reinforce a skill students need to practice, such as spellings and sounds, instead of reading aloud. See the *Assessment and Remediation Guide* for appropriate exercises.

If some pairs finish early, they can illustrate one of the words or phrases from the Supplemental Materials section. Write several of these words or phrases on the board or chart paper prior to starting partner reading.



Worksheets 13.2, 13.3

Today is the first time this year for small group work. Small group work is a time for you to provide more individual attention and feedback to students, perhaps listening to them read aloud or reteaching/reinforcing certain skills. We suggest you work with two groups: Group 2 consists of more independent workers and Group 1 consists of students needing more support and close monitoring. Information from beginning assessments, anecdotal notes, and other classroom observations should guide your decision on how to divide your class into these groups (you may further divide your class if necessary). Groups are meant to be fluid, meaning that a student in Group 1 for one week might be in Group 2 for the next week.

- Before breaking into small groups, review the sequence of yesterday’s story, “The Chicken Nugget.” Using temporal words, guide students in recounting the events from the story. Your questions may sound like these:

“What was the **first** thing that happened in ‘The Chicken Nugget’? What happened **next**? **After** that, what happened? What was the **final** thing to happen in the story?”

- Fill out the chart on Worksheet 13.3 for “The Chicken Nugget.”

Small Group Work

- ✪ **Small Group 1:** Have this group read “The Chicken Nugget” aloud to you. Check comprehension and ask students to point out the spellings.
- ✪ **Small Group 2:** Ask students who are able to do independent work to sit with their partners, take out their Readers, and take turns reading the story “The Chicken Nugget” aloud to one another. If students finish quickly, have them complete the Story Questions (Worksheet 13.2) on “The Chicken Nugget.” Students may also reread “The Hot Dog.”

Take-Home Material

“The Hot Dog”

- Today students take home Worksheet 13.4, “The Hot Dog.” Explain to students they should read the story and discuss it with a family member.

Supplemental Materials

Below is a list of decodable words and a list of decodable sentences and phrases.

- Decodable words:

- | | |
|------------|--------------|
| 1. well | 9. kitten |
| 2. will | 10. jacket |
| 3. with | 11. happen |
| 4. less | 12. fitness |
| 5. thick | 13. swimming |
| 6. still | 14. spotless |
| 7. thrill | 15. wedding |
| 8. cricket | 16. shopping |

- Sentences and phrases:

- | | |
|------------------------------------|----------------------------------|
| 1. That's odd. | 5. He can't sing well. |
| 2. Ring the bell. | 6. She added six plus seven. |
| 3. Pass it on. | 7. Jeff nodded at Janet. |
| 4. Jack and Jill went up the hill. | 8. The rabbit sat in the basket. |

- Wiggle Cards:

- | | | |
|--------------|-------------|---------|
| 1. step back | 2. hop back | 3. hiss |
|--------------|-------------|---------|

Lesson 14

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read the following Tricky Words: *he, she, we, be, me, the, was, of, a, do, down, how, to, two, what, where, why, from, once, one, could, would, should, there, said, says, why, word* (RF.2.3f)
- ✓ Read and write words in which 'c' > /k/ as in *cat* or /s/ as in *city*; 'g' > /g/ as in *got* or /j/ as in *gem*
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings (RF.2.4b)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Tricky Words Practice	two rulers	10
Tricky Words	Today's Tricky Words: <i>do, down, how, to</i>	marker; yellow index cards for words <i>do, down, how, to</i>	10
Tricky Spelling	The Tricky Spelling 'g'	Consonant Code Flip Book; Spelling Card for 'g' > /j/ (<i>gem</i>); tape; Individual Code Chart; red fine-tip marker	15
Practice	The Tricky Spelling 'g'	Worksheet 14.1	10
Reading Time	Small Group: "The Snack Mix"	<i>The Cat Bandit</i> ; Anecdotal Reading Record	15

Advance Preparation

- Write all of the Tricky Words on the board prior to the lesson. (*he, she, we, be, me, the, a, was, of*)
- Write the following Tricky Words on yellow index cards, one word per card: *do, to, down, how*.

Warm-Up

10 minutes

Tricky Words Practice

- Today you will review Tricky Words with a game called “Tap the Word.” Begin by writing all of the Tricky Words (*he, she, we, be, me, the, a, was, of*) on the board at a level where students will be able to tap them with a ruler.
- Divide the class into two groups and have them line up by the board.
- You will call out a Tricky Word. Two students, one from each team, will race to find the word on the board and tap it with their ruler. The first student to find the word and tap it earns a point for their team.

Tricky Words

10 minutes

Today’s Tricky Words: *do, down, how, to*

Tricky Word: *do*

See Tricky Words in the Pausing Point for students needing additional help with Tricky Words.

Additional Tricky Word practice may be found in *Assessment and Remediation Guide*, Unit 1 section.

- Using the previously prepared cards, hold up the card for *do*, read the word, and use it in an oral sentence.
- Discuss which part of the word is read just as one would expect and which part is tricky.
 - **Expected:** the letter ‘d’ is pronounced /d/. **Tricky:** the letter ‘o’ is pronounced /oo/.

Tricky Word: *to*

- Hold up the card for *to*, read the word, and use it in an oral sentence.
 - **Expected:** the letter ‘t’ is pronounced /t/. **Tricky:** the letter ‘o’ is pronounced /oo/.
- Discuss which part of the word is read just as one would expect and which part is tricky.

Tricky Word: *down*

- Hold up the card for *down*, read the word, and use it in an oral sentence.
- Discuss which parts of the word are read just as one would expect and which part is tricky.

- **Expected:** the letter ‘d’ is pronounced /d/ and the letter ‘n’ is pronounced /n/. **Tricky:** the letters ‘ow’ are pronounced /ou/.

Tricky Word: how

- Hold up the card for *how*, read the word and use it in an oral sentence.
- Discuss which part of the word is read just as one would expect and which part is tricky.
 - **Expected:** the letter ‘h’ is pronounced /h/. **Tricky:** the letters ‘ow’ are pronounced /ou/.

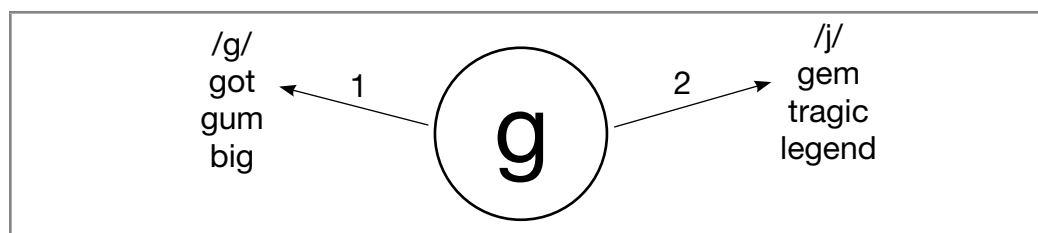
Note: *Down* and *how* are both tricky in the same way. They are both part of the /ou/ spelled ‘ow’ pattern, which students will learn later in the year. Some students may already know this spelling pattern.

Tricky Spelling

15 minutes

The Tricky Spelling ‘g’

- Before beginning this exercise, display the Consonant Code Flip Book within view of all students; also have the Spelling Card listed in the At a Glance readily available.
- Remind students some spellings can be pronounced more than one way. Tell them these spellings are called tricky spellings.
- Using the Consonant Code Flip Book, point to the Spelling Card that shows ‘g’ as a spelling for /g/. Remind students they have already learned ‘g’ can be pronounced /g/.
- Follow the bullet points step by step to draw the chart below to illustrate the tricky spelling ‘g’.



- On the left side of the board or chart paper, begin by writing /g/ and below it the words *got*, *gum*, and *big*. Read the words aloud.
- Point out the spelling ‘g’ is pronounced /g/ in these words.
- Explain that ‘g’ is a “tricky spelling” because it can also be pronounced as /j/.
- Write /j/ on the right side of the board. Explain that ‘g’ is often pronounced /j/ when it is followed by the letter ‘e’ or the letter ‘i’.
- Below /j/, write the words *gem*, *tragic*, and *legend*. Read the words aloud and point out the spelling ‘g’ is pronounced /j/ in these words.

See Spelling Alternatives in the Pausing Point for directions on creating a Spelling Tree for /j/.

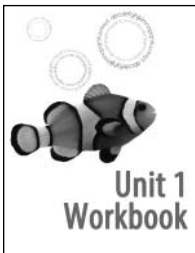
Use Worksheet PP4 to provide additional practice or to assess students’ understanding of the tricky ‘g’ spelling.

- Write the letter ‘g’ on the board between the two sets of words and circle the spelling.
- Tell students that in order to figure out how to pronounce this tricky spelling, they may need to try sounding it out two different ways.
- Draw one arrow from ‘g’ to the /g/ words and label it “1.” Draw a second arrow from ‘g’ to the /j/ words and label it “2.”
- Explain /g/ is the most likely pronunciation option and therefore the one they should try first.
- If that does not sound right, or does not make sense in context, they should try option 2, /j/.
- Tell students to turn to **page 2** in the **Individual Code Chart** while you turn to **page 8** in the **Consonant Code Flip Book**.
- Show students the ‘g’ < /j/ (*gem*) Spelling Card and add it to the Consonant Code Flip Book.
- Distribute the red markers.
- Have students outline the appropriate card in their Individual Code Charts.
- Point out and discuss the power bar for each spelling.

Practice

10 minutes

The Tricky Spelling ‘g’



Worksheet 14.1

- Have students open to Worksheet 14.1 and display the worksheet.
- Read the example words on the left: *got*, *gum*, *big*. Point out the /g/ sound in these words. Have students underline the ‘g’ in the words.
- Read the example words on the right: *gem*, *tragic*, *legend*. Review that it is the /j/ sound because ‘g’ is followed by ‘i’ or ‘e’. Have students underline the ‘g’ in the words.
- Have students find and underline the ‘g’ in the word in the first sentence.
- Read the first sentence on the worksheet, pronouncing the tricky spelling /g/: “He did a /m/ /a/ /g/ /i/ /k/ trick.” Ask if that sounds right.
- Explain that since /m/ /a/ /g/ /i/ /k/ sounds wrong, students need to try pronouncing it the second way.
- Read the sentence again, pronouncing the tricky spelling /j/: “He did a /m/ /a/ /j/ /i/ /k/ trick.” Point out that ‘i’ follows ‘g’. Ask if that sounds right.
- Write *magic* in the “/j/” column to indicate the ‘g’ in *magic* is pronounced like the ‘g’ in *gem*.

- Complete the remaining sentences on the front of the worksheet, having students first find and underline ‘g’ in the words, on their own. Then call on students to read the sentence aloud, try the tricky spelling both ways, choose the pronunciation that sounds right and/or makes sense, and print the word in the correct column.
- When students have completed the front of the worksheet, ask them which pronunciation seems to be more common (/g/ is more common).

Reading Time

15 minutes

Small Group: “The Snack Mix”

Note to Teacher

Listen to students read the story “The Snack Mix” in two small groups for Lessons 14 and 15. Today you will listen to students who need more support reading aloud (Group 1); this group will be comprised of the students who were noted as needing close monitoring based on placement and/or students you noted as needing more support from your anecdotal records. In Lesson 15, you will have the opportunity to listen to Group 2 students read aloud.



Chapter 3

Introducing the Story

- The story for today is “The Snack Mix.” Ask students to look at the Table of Contents and tell you the page number where you can find “The Snack Mix.”
- Write *snack mix* on the board. Ask students to describe their favorite snack mix.
- Discuss what the cat bandit has done in the past two stories. What does he like to steal? What clever ways has he gotten to the food? Encourage students to answer in complete sentences.
 - The cat bandit likes to steal food. He has stolen food by jumping on furniture to get a hot dog. He has also lined up boxes to make stairs to get to a chicken nugget.
- Remind students they have read sentences in the stories that end with two different punctuation marks. Ask students the names of these ending punctuation marks. (period and exclamation point)
- Tell students there is another punctuation mark to watch for in “The Snack Mix,” the question mark. Review the purpose of the question mark. (to indicate the sentence is a question and is asking)

Challenging Vocabulary

- Preview vocabulary that is unfamiliar to students. For “The Snack Mix,” you may want to preview the words *tongs* and *swish*.

Purpose for Reading

- Tell students today the cat bandit will try to steal snack mix on a shelf. Have students do a *Think Pair Share*: give students one minute to work in pairs and think of ideas about how the cat bandit might try to get the snack mix. Allow students to share their predictions (you may wish to jot down some of their ideas on the board).
- Tell students they should carefully read the story to see if their predictions are correct.

Small Group Reading

If some pairs finish early, they can illustrate one of the words or phrases from the Supplemental Materials section. Write several of these words or phrases on the board or chart paper prior to starting partner reading.

- **Small Group 2:** Ask students who are able to do independent work to sit with their partners, take out their Readers, and take turns reading the story “The Snack Mix” aloud to one another.
- **Small Group 1:** Have students who need more support when reading form a group. Have students take turns reading the story aloud to you. Check comprehension by asking students questions during the story, and ask students to point out new spellings. You may use the following discussion questions to check comprehension.

Discussion Questions on “The Snack Mix”

1. *Literal* Where did Beth leave a basket of snack mix? (Beth left the snack mix on a shelf.)
2. *Literal* What two things did the cat bandit get to help him get the snack mix? (The cat bandit got grilling tongs and a bunch of rocks.)
3. *Literal* What did the cat bandit use to launch the rocks towards the basket? (The cat bandit used the tongs to launch the rocks.)
4. *Literal* How many rocks did the cat bandit shoot? (The cat bandit shot seven rocks.)
5. *Literal* Did the cat bandit get the snack mix? (Yes, the cat bandit got the snack mix.)
6. *Literal* Where did the snack mix land? (The snack mix landed on the rug.)

Wrap-Up

- Review with all students the sequence of “The Snack Mix.” Using temporal words, guide students to recount the events from the story. Your questions will sound like these:

“What was the **first** thing that happened in ‘The Snack Mix’? What happened **next**? **After** that, what happened? What was the **final** thing to happen in the story?”

Supplemental Materials

- Newly decodable words:

1. gem
2. legend
3. digit
4. logic
5. magic
6. frigid
7. hinges

- Sentences:

1. How can that be?
2. How is she?
3. His magic trick was the best.
4. How did he do that?
5. Just do it.

- Wiggle Cards:

1. sit down

Lesson 15

Spelling Test Tricky Spelling

✓ Objectives

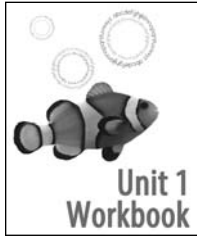
The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed (L.2.2d)
- ✓ Read and write words in which 'c' > /k/ as in *cat* or /s/ as in *city*; 'g' > /g/ as in *got* or /j/ as in *gem*
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings (RF.2.4b)
- ✓ Read the following Tricky Words: *he, she, we, be, me, the, was, of, a, do, down, how, to, two, what, where, why, from, once, one, could, would, should, there, said, says, why, word* (RF.2.3f)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)

At a Glance	Exercise	Materials	Minutes
Spelling	Spelling Assessment and Procedures	Worksheet 15.1	15
Tricky Spelling	Tricky Spelling 'c'	Consonant Code Flip Book; Spelling Card for 'c' > /s/ (<i>cent</i>); tape; Individual Code Chart; red fine-tip marker	15
Practice	Tricky Spelling 'c'	Worksheet 15.2	10
Reading Time	Small Group: "The Snack Mix"	<i>The Cat Bandit</i> ; Anecdotal Reading Record	20

10 Spelling Assessment and Procedures

Note to Teacher



Worksheet 15.1

This is the first spelling assessment students will take in Grade 2. As with the other procedures you have taught them, you will want to take your time and carefully explain what the expectations are for this activity each week. Students will write the words and the dictation phrase on Worksheet 15.1.

- Remind students this is the one time during the week they will not be allowed to consult their Individual Code Chart.
- Before beginning, make sure students have Worksheet 15.1 in front of them.
- Tell students they are to write the word you say.
- Read the first word, use it in a sentence, and then read the word only once more, allowing time for students to write.
- Repeat the procedure with each of the remaining words.
- After reading the last word, go back through the list, repeating each word one more time to let students catch any words they missed. Say only the words; do not repeat the sentences. This is to build students' listening endurance and attention to detail.
- Direct students' attention to the lines at the bottom of the page. This is where they will write the phrase you will give them just as you did in the Back-to-School lessons. Say the phrase one time, slowly. Repeat twice, slowly.

1. bandit

2. shelf

3. sprang

4. munch

5. picnic

6. think

7. wish

8. drift

9. box

Tricky Word: she

- After all the words have been called out, tell students you will now show them the correct spelling for each word so they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it.
- Continue through all the words and then onto the phrase. Remind students of the importance of correcting and learning from the mistakes.

Note to Teacher

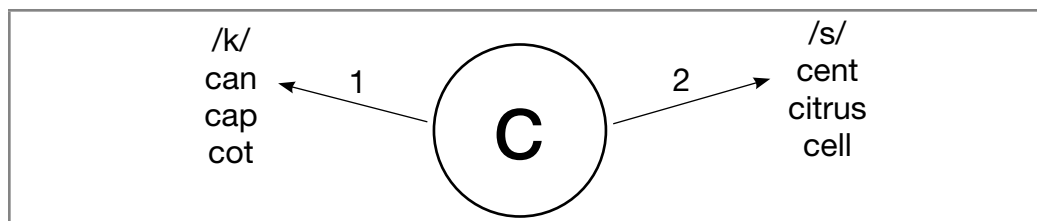
At a time later today, you may find it helpful to use the template provided at the end of this lesson to analyze the students' mistakes. This will help you to understand any patterns that are beginning to develop within your classroom or that are persisting among individual students.

Tricky Spelling

15 minutes

Tricky Spelling 'c'

- Before beginning this exercise, display the Consonant Code Flip Book within view of all students; also have the Spelling Card listed in the At a Glance readily available.
- Remind students some spellings can be pronounced more than one way. Tell them these spellings are called tricky spellings.
- On **Consonant Code Flip Book page 5**, point to the Spelling Card that shows 'c' as a spelling for /k/. Remind the students they have already learned that 'c' can be pronounced /k/.
- One section at a time, you will draw the chart below to demonstrate how 'c' is a tricky spelling.



- On the left of the board or chart paper, begin by writing /k/ and below it the words *can*, *cap*, and *cot* and read the words aloud.
- Point out the spelling 'c' is pronounced /k/ in these words.
- Explain 'c' is a tricky spelling because it can also be pronounced as /s/.
- Explain that 'c' is often pronounced /s/ when it is followed by the letters 'e' or 'i', as in words like *cent* and *citrus*.
- On the right side of the board, write /s/ and below it the words *cent*, *citrus*, and *cell*. Read the words aloud.
- Point out the spelling 'c' is pronounced /s/ in these words.
- Write the letter 'c' on the board between the two sets of words and circle the spelling.
- Tell students that in order to figure out how to pronounce this tricky spelling, they may need to try sounding it out two different ways.
- Draw one arrow from 'c' to the /k/ words and label it "1." Draw a second arrow from 'c' to the /s/ words and label it "2."

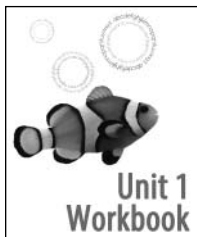
Add new leaves with words using the tricky spelling 'c' to your Spelling Tree for /s/. See Pausing Point Spelling Alternatives for guidance.

- Explain /k/ is the most likely pronunciation option and therefore the one they should try first. If that does not sound right, or does not make sense in context, they should try option 2, /s/.
- Distribute the red markers.
- Show students the 'c' > /s/ (*cent*) Spelling Card and add it to the appropriate card on **Consonant Code Flip Book page 11**. Have students outline the appropriate card in the **Individual Code Chart on page 3**.
- Point out and discuss the power bar for each spelling.

Practice

10 minutes

Tricky Spelling 'c'



Worksheet 15.2

- Have students look at Worksheet 15.2.
- Explain the letters in slashes stand for sounds.
- Have students underline the 'c' in the example words on the left: *can*, *cap*, and *cot*. Review the /k/ sound.
- Have students underline the 'c' in the example words on the right: *cent*, *citrus*, and *cell*. Review the /s/ sound.
- Have students find and underline 'c' in the word in the first sentence.
- Read the first sentence on the worksheet, pronouncing the tricky spelling /k/: "The king got the /p/ /r/ /i/ /n/ /k/ /e/ /s/ a kitten."
- Ask students if that sounds right.
- Explain that, since /p/ /r/ /i/ /n/ /k/ /e/ /s/ does not sound right, students need to try it the second way.
- Read the sentence again, pronouncing the tricky spelling /s/: "The king got the /p/ /r/ /i/ /n/ /s/ /e/ /s/ a kitten."
- Ask students if that sounds right. (Yes: *princess* is a word, and it makes sense in this context since a princess is the daughter of a king.)
- Show students how to write *princess* in the "cent" column to indicate the 'c' in *princess* is pronounced like the 'c' in *cent*.
- Complete the remaining sentences on the worksheet, asking students to underline the 'c', calling on students to read the sentences aloud, try the tricky spelling both ways, choose the pronunciation that sounds right and/or makes sense, and print the word in the correct column.
- When students have completed the worksheet, ask them which pronunciation seems to be more common (/k/ is more common).

Use Pausing Point Tricky Spelling Worksheets PP5 and PP6 to provide additional practice or to assess the students' understanding of the tricky 'c' spelling.

Small Group: “The Snack Mix”

Note to Teacher

Today you will listen to Group 2 read aloud. Although they may be more independent, they are still in need of instruction. It is important for all students to read aloud on a regular basis.

Introducing the Story

- Tell students today they will be rereading the story “The Snack Mix.” Let them know that rereading a story is a time to work on fluency. A fluent reader reads with expression and observes all punctuation marks. Briefly review the punctuation you discussed yesterday with students (question mark, exclamation point, and period).
- Remind students it will be easier today to read the story since it will be familiar to them and they can focus more on reading with expression.

Challenging Vocabulary

- Briefly review vocabulary from yesterday (*tongs* and *swish*).

Purpose for Reading

- Tell students today they should carefully read the story with excellent fluency.

Small Group Reading

- ⊛ **Small Group 1:** Have Group 1 students sit with their partners, take out their Readers, and take turns reading the story “The Snack Mix” aloud to one another.
- ⊛ **Small Group 2:** Ask Group 2 to come to the reading area, take out their Readers, and take turns reading the story “The Snack Mix” aloud to you. Check comprehension by asking students questions during the story, and ask students to point out new spellings.



Unit 1
Reader

Chapter 3

Supplemental Materials

If some student pairs finish early they can illustrate one of the words or phrases from the Supplemental Materials section. You should write several of these words or phrases on the board or chart paper prior to starting partner reading.

- Decodable words:

- | | |
|------------|-------------|
| 1. dancing | 5. princess |
| 2. success | 6. prancing |
| 3. cent | 7. chances |
| 4. citrus | |

- Sentences:

- | | |
|------------------------------------|----------------------------------|
| 1. It costs ten cents. | 4. The film had a tragic ending. |
| 2. The princess is kissing a frog. | 5. Sit down and rest. |
| 3. We went dancing. | |

- Wiggle Cards:

- | |
|-------------|
| 1. stand up |
|-------------|

Analysis of Student Errors

Directions

Fill out the chart according to the directions below to help you see these patterns. There is much to be learned about a child by looking at the kinds of errors he/she makes when encoding. You will see patterns as you fill in this chart that will help you quickly address confusions in the minds of your students.

List all of the students in the first column.

Columns 1 and 2

In column 1, place a check mark in the column of any student who replaced the 'i' in *think*, *wish*, and *drift* with an 'e'.

In column 2, place a check mark in the column of any student who spelled the 'e' in *shelf* with an 'i'.

What this means: It is common for first- and second-grade students to confuse these vowels. It is hard for them to hear the difference between two very similar-sounding vowels.

What you should do: Continue to give these students opportunities to sort short 'i' and short 'e' middle sounds in words. For example, these students would benefit from a small group lesson using a fast read (*Assessment and Remediation Guide*).

Column 3

In column 3, place a check mark in the column of any student who misspelled any/all digraphs.

What this means: These students do not understand the concept of two letters making one sound.

What you should do: Refer to the *Assessment and Remediation Guide*, Unit 1, for some activities that will help you quickly reteach and remediate.

Column 4

In column 4, place a check mark in the column of any student who misspelled any/all the consonant clusters.

What this means: These students are having difficulty with consonant clusters.

What you should do: Refer to the *Assessment and Remediation Guide*, Unit 1, for some activities that will help you quickly reteach and remediate.

Column 5

In the last column, specifically note any other confusion evidenced by individual student errors. Analyze any patterns and provide targeted remediation using the appropriate *Assessment and Remediation Guide* pages.

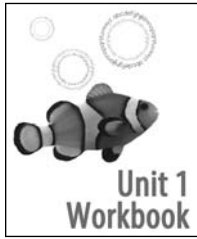
Lesson 16

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read and write words with the following inflectional endings and suffixes: *-ing, -ed* (RF.2.3d)
- ✓ Read the following Tricky Words: *he, she, we, be, me, the, was, of, a, do, down, how, to, two, what, where, why, from, once, one, could, would, should, there, said, says, why, word* (RF.2.3f)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)

At a Glance	Exercise	Materials	Minutes
Spelling	Introduce Spelling Words and Review Family Letter	Worksheets 16.1, 16.2	15
Today's Spellings	Review of Spelling Alternatives for Consonant Sounds	Consonant Code Flip Book; Spelling Cards for 'qu' > /qu/ (<i>quit</i>), 'wh' > /w/ (<i>when</i>), 'wr' > /r/ (<i>wrist</i>), 'kn' > /n/ (<i>knock</i>); tape; Individual Code Chart; red fine-tip markers	15
Practice	Spelling Alternatives for Consonant Sounds	Worksheet 16.3	10
Reading Time	Whole Group: "The Ham"	<i>The Cat Bandit</i> ; Anecdotal Reading Record, Teacher Guide Lesson 11	20
Take-Home Material	Family Letter and Spelling Words	Worksheets 16.1, 16.2	*



Worksheets 16.1, 16.2

Introduce Spelling Words and Review Family Letter

- Tell students they will have a spelling list each week and they should practice at home each night for the assessment on Friday.
- Read and write each spelling word one at a time and have students repeat the word. The words this week use the suffix *-ing*.
- Take a few moments as you go through the list to review the pattern for doubling a final consonant when adding the suffix *-ing*. Ask students to turn and share a sentence using the spelling words with a partner.
- The words for this week are in the following box.

- | | |
|-------------|------------|
| 1. snacking | 6. buzzing |
| 2. mixing | 7. hitting |
| 3. smelling | 8. until |
| 4. running | 9. problem |
| 5. kissing | |

Tricky Word: how

- Review the family letter on Worksheet 16.1. Remind students they will have a assessment every Friday.
- Have students place Worksheets 16.1 and 16.2 in their notebooks/folders to take home tonight.

Today's Spellings

15 minutes

Review of Spelling Alternatives for Consonant Sounds

- Before beginning this exercise, display the Consonant Code Flip Book within view of all students; also have the Spelling Cards listed in At a Glance readily available. Additionally, you may want to tab the pages of the Consonant Code Flip Book with sticky notes in advance of the lesson.
- Today's letter-sound correspondences can be found on these pages of the Consonant Code Flip Book.

Consonant Flip Book Pages

1. 'kn' > /n/ (*knock*) Consonant Code Flip Book on page 16
2. 'wr' > /r/ (*wrist*) Consonant Code Flip Book on page 18
3. 'wh' > /w/ (*when*) Consonant Code Flip Book on page 21
4. 'qu' > /qu/ (*quit*) Consonant Code Flip Book on page 25

- Tell students today you are going to focus on some spellings for consonant sounds they will find mostly at the beginning of words. Remember to review previously taught spellings as well.
- Write the spelling ‘kn’ on the board and ask students, “If you saw this spelling in a word, what would you say?” Remind students the spelling ‘kn’ is pronounced /n/.
- Once students have provided the sound(s), ask them for the letter names.
- Summarize the information: “When we see the letters ‘k’ and ‘n’ side by side like this, we recognize they make up a single spelling and we say /n/.”
- Show the students the ‘kn’ > /n/ (*knock*) Spelling Card. Have students read the sample word. Discuss what the power bar tells us about this spelling.
- Add the Spelling Card to the **Consonant Code Flip Book** on **page 16**.
- Distribute the red markers.
- Ask students to outline the card in their Individual Code Charts; the spellings for today can be found on these pages of the Individual Code Chart:

Individual Code Chart

1. ‘kn’ > /n/ (*knock*) Individual Code Chart on page 4
2. ‘wr’ > /r/ (*wrist*) Individual Code Chart on page 5
3. ‘wh’ > /w/ (*when*) Individual Code Chart on page 5
4. ‘qu’ > /qu/ (*quit*) Individual Code Chart on page 6

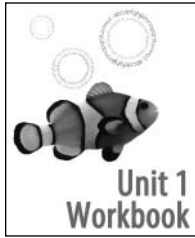
- Repeat this process for the other spellings, writing each spelling on the board and adding its Spelling Card to the Consonant Code Flip Book. Ask students each time to outline the appropriate card and the letter spelling in their Individual Code Charts.
- Remember to point out and discuss the power bar for each spelling.

Note: /qu/ is actually two sounds (/k/ + /w/). You can either teach this to students as two sounds or just glide over it without drawing attention to the fact. If you have good listeners, some of them may hear that /qu/ is actually /k/ + /w/.

Note: As you review these digraph spellings, you may also wish to review the sounds that the single letters generally stand for. For example, when introducing ‘wh’ you might cover the ‘h’, leaving only the ‘w’ visible, and ask, “What sound would you say if you saw this in a word?” Then you could cover the ‘w’, leaving only the ‘h’ visible, and ask, “What sound would you say if you saw this in a word?” Then show the digraph.

Note: We encourage you to avoid speaking of “silent letters” when discussing spellings like ‘wr’ and ‘kn’. Just say that these two letters stand for one sound, in the same way ‘sh’ and ‘ch’ stand for one sound.

Spelling Alternatives for Consonant Sounds



Worksheet 16.3

- Ask students to turn to Worksheet 16.3.
- Guide students through the first two items. First ask students to name the picture, then circle the letters that spell the picture name. Then ask students to write the picture name on the line provided. You may choose to guide students through the rest of the worksheet or have them complete it independently.

Reading Time

Whole Group: “The Ham”

Note to Teacher

Students will read this story only one time in class as a whole group.

Introducing the Story

- This would be a good time to update your chart of the cat bandit’s adventures.
- Looking at the Table of Contents, ask students on which page “The Ham” begins (page 16), telling them they will read this story today.

Challenging Vocabulary

- Preview vocabulary unfamiliar to students. For “The Ham,” you might preview the word *tug*.

Purpose for Reading

- Ask students to predict what the story might be about, based on the title.
- Tell students they will read carefully to find out if their predictions are correct.
- Remind students to observe punctuation when reading.

Whole Class Reading

- Have students read “The Ham.”
- When listening to students read, remember to listen for students demonstrating an understanding of punctuation.

Discussion Questions

- Discuss the comprehension questions when students finish the story. If students have difficulty answering the questions, reread parts of “The Ham” with them. If students give one-word answers, encourage them to answer in complete sentences by asking them to restate the question stem in their responses. You may also use these as *Think Pair Share* questions.



Chapter 4

Discussion Questions on “The Ham”

1. *Evaluative* Based on the last few stories that we have read, what words could you use to describe the cat bandit? (Answers may vary.)
2. *Evaluative* Why do you think the cat bandit prefers human food over cat food? (Answers may vary.)
3. *Evaluative* What ideas do you have about how the family could keep the cat bandit from getting their food in the future? (Answers may vary.)
4. *Evaluative* If you had a pet like this at home, what would you do? (Answers may vary.)

Take-Home Material

Family Letter and Spelling Words

- Have students take home Worksheets 16.1 and 16.2 to share with a family member.

Supplemental Materials

- Decodable words:

- | | | |
|----------|-----------|------------|
| 1. knit | 6. wrist | 11. quest |
| 2. knot | 7. whisk | 12. quench |
| 3. quick | 8. quiz | 13. wrong |
| 4. quack | 9. wrap | 14. squint |
| 5. knock | 10. quilt | 15. whiff |

Lesson 17

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read and write words in which 'c' > /k/ as in *cat* or /s/ as in *city*; 'g' > /g/ as in *got* or /j/ as in *gem*
- ✓ Read the following Tricky Words: *he, she, we, be, me, the, was, of, a, do, down, how, to, two, what, where, why, from, once, one, could, would, should, there, said, says, why, word* (RF.2.3f)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Unscramble Decodable Sentences	prepared sentence strips or index cards; tape	5
Today's Spelling	Review of Spelling Alternatives for Consonant Sounds	Consonant Code Flip Book; Spelling Cards for 'ge' > /j/ (<i>fringe</i>), 've' > /v/ (<i>twelve</i>); tape; Individual Code Chart; red fine-tip markers	15
Practice	Sound-Spelling Practice	Worksheet 17.1	10
Tricky Words	Today's Tricky Words: <i>what, where, why, from</i>	marker; yellow index cards for words <i>what, where, why, from</i>	10
Reading Time	Whole Group: "The Fish"	<i>The Cat Bandit</i> ; Anecdotal Reading Record	20
Take-Home Material	"The Ham"; Tricky Word Worksheet	Worksheets 17.2, 17.3	*

Advance Preparation

Write the following sentences on index cards (one word per card) or sentence strips. The punctuation should be on a separate card. If using sentence strips, cut the sentence apart so only one word is on each section. Please make sure the punctuation mark is on a separate card. After writing the sentences, tape the word and punctuation cards randomly to the board.

Sentences:

- Where was the ham?
- It stuck to the pan.
- Write the following Tricky Words on yellow index cards, one word per card: *what, where, why, was, and from.*

Warm-Up

5 minutes

Unscramble Decodable Sentences

- Tell students today you are going to learn how to unscramble sentences using the sentences you placed on the board in advance. Explain that something that is scrambled is all mixed up. When we unscramble something, we put it back in the right order.
- Ask students if there is a clue as to what the first word of the sentence might be. (the word will start with a capital letter)
- Ask students what word would make sense to come next. Complete unscrambling the sentence in this way, stopping along the way to read aloud what has been unscrambled to check for meaning.

Today's Spelling

15 minutes

Review of Spelling Alternatives for Consonant Sounds

- Before beginning this exercise, display the Consonant Code Flip Book within view of all students; also have the two Spelling Cards listed in the At a Glance readily available.
- Turn to **page 8** in the **Consonant Code Flip Book**. Tell students they will focus on spelling alternatives for consonant sounds that they will find most frequently at the end of words.

- Using the same procedure as in earlier lessons, review the following letter-sound correspondences that can be found on these pages of the Consonant Flip Book.

Consonant Code Flip Book Pages

1. 'ge' > /j/ (*fringe*) Consonant Code Flip Book on page 8
2. 've' > /v/ (*twelve*) Consonant Code Flip Book on page 10

- Place the Spelling Cards on the appropriate Code Flip Book pages.
- Show students these spelling alternatives are used at the end of words.
- Point out and discuss the power bar for each spelling.
- Distribute the red markers.
- The letter-sound correspondences for today can be found on the following pages of the Individual Code Chart. Remember to review previously taught spellings for the same sound(s).

Individual Code Chart

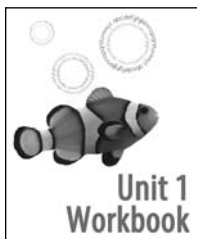
1. 'ge' > /j/ (*fringe*) Individual Code Chart on page 2
2. 've' > /v/ (*twelve*) Individual Code Chart on page 3

- Guide students in outlining each of the appropriate cards and letter spellings on the Individual Code Chart.

Practice

10 minutes

Sound-Spelling Practice



Worksheet 17.1

- Have students open the Student Workbook to Worksheet 17.1.
- Read each word on the worksheet together as a class.
- Complete the first two words from each column together as a class, underlining the spelling alternative.
- If students are comfortable with the exercise, allow them to complete the worksheet on their own. If not, complete the worksheet together as a class.

Today's Tricky Words: *what, where, why, from*

See Tricky Words in the Pausing Point for students needing additional help with the Tricky Words.

- For each Tricky Word card, begin by reading the word. Next, discuss which part of the word is read just as one would expect and which part is tricky. Finally, use the word in an oral sentence.

Tricky Word: *what*

- **Expected:** the letters 'wh' are pronounced /w/ and the letter 't' is pronounced /t/. **Tricky:** the letter 'a' is pronounced as the /u/ sound.

Tricky Word: *where*

- **Expected:** the letters 'wh' are pronounced /w/ and the letter 'r' is pronounced /r/. **Tricky:** the letters 'e_e' are pronounced /e/.

Tricky Word: *why*

- **Expected:** the letters 'wh' are pronounced /w/. **Tricky:** the letter 'y' is pronounced /ie/.

Tricky Word: *from*

- **Expected:** the letter 'f' is pronounced /f/, the letter 'r' is pronounced /r/, the letter 'm' is pronounced /m/. **Tricky:** the letter 'o' is pronounced /u/.

Reading Time

Whole Group: "The Fish"

Introducing the Story



Chapter 5

- If you are keeping a chart of the cat bandit adventures, this might be a good time to update it.
- Tell students there is another punctuation mark to look for in this story. In this story they will note the comma. A comma in a sentence means to take a tiny break when reading. Write a comma on the board.
- Point out to students the two sentences on **page 26**. Model for them how the sentence, "Then, rip!" might be read with a small pause. Then model for them how to read "munch, munch, munch" with a pause between each word. You might practice as a whole class. Also tell students a comma never comes at the end of a sentence but always somewhere within the sentence.

Challenging Vocabulary

- The word *lenses* may be challenging for students.

Purpose for Reading

- Discuss the title. Ask students what they think the cat bandit might do with a fish.

- Based on the title of today’s story and the antics of the clever cat bandit, ask students to talk with their partners for one minute to come up with one prediction of what they think the cat bandit will be up to in this story.
- After one minute, call the group back together and have several students tell what they decided to predict. You might consider recording the different predictions.
- Tell students they should read carefully to see if their predictions are correct.
- As time permits, discuss the story using the following questions.
- Remind students to answer in complete sentences, incorporating the question stem in the answer.

Discussion Questions on “The Fish”

1. *Evaluative* Pretend that the lenses did not cause the string wax to melt. What other way could the cat bandit have gotten the fish? (Answers may vary.)
2. *Evaluative* How would the story end if the cat bandit couldn’t get the fish? (Answers may vary.)
3. *Evaluative* If the fish was for the family to eat, what do you predict they would do when they found the fish had been eaten by the cat bandit? (Answers may vary.)
4. *Evaluative* What patterns do you see in the cat bandit’s adventures? (Answers may vary.)
5. *Evaluative* How would you describe the family that lives with the cat bandit? (Answers may vary.)

Take-Home Material

“The Ham”; Tricky Word Worksheet

- Have students take Worksheet 17.2, “The Ham,” home to read with a family member. They will also take home Worksheet 17.3 to practice Tricky Words.

Supplemental Materials

- Newly decodable words:

1. twelve
2. twinge
3. elves
4. valve

- Sentences and phrases:

1. The hinge is brass.
2. The hen had twelve eggs.
3. the elves and the boy

Lesson 18

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read the following Tricky Words: *he, she, we, be, me, the, was, of, a, do, down, how, to, two, what, where, why, from, once, one, could, would, should, there, said, says, why, word* (RF.2.3f)
- ✓ Read and write words in which 'c' > /k/ > *cat* or /s/ > *city*; 'g' > /g/ > *got* or /j/ > *gem*
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Sentence Capitalization and Punctuation		5
Tricky Words	Today's Tricky Words: <i>once, one</i>	marker; yellow index cards for words <i>once</i> and <i>one</i>	10
Today's Spelling	Review of Spelling Alternatives for Consonant Sounds	Consonant Code Flip Book; Spelling Cards for 'se' > /s/ (<i>rinse</i>), 'ce' > /s/ (<i>prince</i>), 'tch' > /ch/ (<i>itch</i>); tape; Individual Code Chart; red fine-tipped markers	15
Practice	Sound-Spelling Practice	Worksheet 18.1	10
Reading Time	Whole Group: "The Milk"	<i>The Cat Bandit</i> ; Anecdotal Reading Record, Teacher Guide Lesson 11	20
Take-Home Material	"The Chicken Nugget"	Worksheet 18.2	*

Advance Preparation

- Write the following Tricky Words on yellow index cards, one word per card: *once, one*.
- Write the scrambled sentences below on the board, one at a time.

1. girl tall a is she (She is a tall girl. Is she a tall girl?)
2. ball like to you do play (Do you like to play ball? You do like to play ball!)

Sentence Capitalization and Punctuation

- Remind students they have reviewed three different types of ending punctuation. Ask them to tell you the names of the punctuation types and what purpose they serve (period, end of sentence; question mark, sentence that is a question; exclamation point, read with excitement).
- Next, ask students what type of letter is used to start the first word of a sentence (a capital letter).
- Tell students today they are going to work again with scrambled sentences, reminding them that in order to make sense, the words on the board need to be placed in a different order to create a sentence.
- Referring to the scrambled sentences you wrote on the board, read each word of the first sentence aloud as a class exactly as it is written on the board. Ask students to orally suggest different ways the words may be reordered to make a meaningful sentence. There is more than one way to reorder the words; this may result in a sentence that is a statement, a question, or even an exclamation.
- Ask a student to come to the board to write the correct capitalization and ending punctuation for each oral sentence created as a group. Instruct the rest of the class to monitor what students are writing and to be ready to indicate what changes each student makes in rewriting the words and why.

Tricky Words

10 minutes

Today's Tricky Words: *once, one*

See Tricky Words in the Pausing Point for students needing additional help with Tricky Words.

- Referring to the cards you prepared in advance, begin by reading the word. Next, discuss which part of the word is read just as one would expect and which part is tricky. Finally, use the word in an oral sentence.

Tricky Word: one

Additional practice may be found in the Unit 1 section of the *Assessment and Remediation Guide*.

- **Expected:** the letter 'n' is pronounced /n/. **Tricky:** here is a /w/ sound that does not seem to be marked by any spelling, and the letter 'o'—or perhaps the spelling 'o_e'—is pronounced /u/.

Tricky Word: once

- **Expected:** the letter 'n' is pronounced /n/ and the letters 'c' 'e' are pronounced /s/. **Tricky:** there is a /w/ sound that does not seem to be marked by any letter and the letter 'o' is pronounced /u/.

Review of Spelling Alternatives for Consonant Sounds

- Before beginning this exercise, display the Consonant Code Flip Book within view of all students; also have the two Spelling Cards listed in the At a Glance readily available.
- Turn to **page 7** in the **Consonant Code Flip Book**. Tell students they will focus on spelling alternatives for consonant sounds they will find mostly at the end of words.
- Using the same procedure as in earlier lessons, review the following letter-sound correspondences found on these pages of the Consonant Code Flip Book. Remember to review previously taught spellings for the same sound(s).

Add new leaves with words using the tricky spelling 'ce' and 'se' to your Spelling Tree for /s/. See Pausing Point Spelling Alternatives for guidance.

Additional help for struggling students may be found in the Unit 1 section of the *Assessment and Remediation Guide*.

Consonant Code Flip Book Pages

1. 'tch' > /ch/ (*itch*) Consonant Code Flip Book on page 7
2. 'se' > /s/ (*rinse*) Consonant Code Flip Book on page 11
3. 'ce' > /s/ (*prince*) Consonant Code Flip Book on page 11

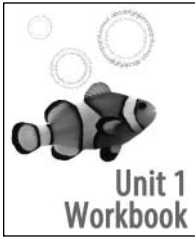
- Place the Spelling Cards on the appropriate Code Flip Book page.
- Discuss the power bar for each spelling.
- Show students these spelling alternatives that are used at the end of words.
- Distribute the red markers.
- The letter-sound correspondences for today can be found on the following pages of the Individual Code Chart.

Individual Code Charts

1. 'tch' > /ch/ (*itch*) Individual Code Chart on page 2
2. 'se' > /s/ (*rinse*) Individual Code Chart on page 3
3. 'ce' > /s/ (*prince*) Individual Code Chart on page 3

- After each letter-sound correspondence is reviewed on the Code Flip Book page, guide students in outlining each of the appropriate cards and spellings on the chart.

Sound-Spelling Practice



Worksheet 18.1

- Have students open to Worksheet 18.1.
- Read each word together as a class.
- Complete the first two words from each column together as a class, underlining the spelling alternative. If students are comfortable with the exercise, allow them to complete the worksheet on their own. If not, complete the worksheet together as a class. z

Reading Time

Whole Group: “The Milk”

Introducing the Story



Chapter 6

- Update the chart about *The Cat Bandit* as a class.
- Have students look at the Table of Contents of *The Cat Bandit*.
- Ask students for the page number where the story “The Milk” starts. Tell students this is the story they will read today.
- Ask students if they like to drink milk. Ask if they think the cat bandit likes to drink milk.
- Remind students there were commas in yesterday’s story, and there will be commas in “The Milk” as well. Commas tell the reader to take a tiny break or small pause when reading.

Challenging Vocabulary

- Preview vocabulary that may be unfamiliar to students. For “The Milk,” you may want to preview the word *hung*.

Purpose for Reading

- Tell students in this story, the author uses the word *lap*. *Lap* can mean the area from the waist to the knees on a seated person, or to take in food or drink using the tongue. The word *lap* must be read in context to find out the meaning.
- Ask students if they think *lap* will be used in the cat bandit to refer to the area on a seated person or to take a drink with the tongue. Have them share their predictions and explain their choices. Encourage students to speak in complete sentences during the discussion.
- Tell students they should read the story carefully to see if their predictions are correct.

Whole Group Reading

- Have students read “The Milk” together as a class. There are many options for students to read a story together as a whole class, but **do not** read it as a choral read.
- Jot down short notes on the Anecdotal Reading Record chart to document students’ reading performance.
- When students are finished reading the story, discuss the comprehension questions with them. Remember to encourage students to answer in complete sentences.

Discussion Questions on “The Milk”

1. *Literal* What did Beth leave on the deck? (Beth left a glass of milk on the deck.)
2. *Inferential* Why couldn’t the cat bandit get the milk at first? (It was too high.)
3. *Inferential* What was the purpose of the string that stretched from the shed to the deck? (The purpose of the string is to dry clothes.)
4. *Literal* How did the cat bandit get from the shed to the deck? (He got to the top of the shed, swung the belt on top of the string, then zipped off on the string.)
5. *Inferential* Why did the cat bandit kick the cup? (He kicked the cup so that he could drink the milk.)

Take-Home Material

“The Chicken Nugget”

- Have students take home Worksheet 18.2 to read to a family member.

Supplemental Materials

- Decodable words:

1. itch
2. catch
3. fetch
4. match
5. hatch

- Sentences and phrases:

1. a witch with a hat
2. Catch the fish!
3. a dog fetching a stick
4. the fence is hot pink

- Wiggle Cards:

1. solve this: $2 + 3$

Lesson 19

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read the following Tricky Words: *he, she, we, be, me, the, was, of, a, do, down, how, to, two, what, where, why, from, once, one, could, would, should, there, said, says, why, word* (RF.2.3f)
- ✓ Read and write words with the following inflectional endings and suffixes: *-ing, -ed* (RF.2.3d)
- ✓ Use both regular and irregular past-, present-, and future-tense verbs orally and in own writing (L.2.1d)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings (RF.2.4b)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)

At a Glance	Exercise	Materials	Minutes
Warm-Up	Tricky Words Practice	two rulers or pointers	10
Concept Review	Past Tense -ed	Consonant Code Flip Book; Spelling Cards, 'ed' > /d/ (<i>filled</i>), 'ed' > /t/ (<i>asked</i>); tape; Individual Code Chart; red fine-tipped markers	15
Practice	Sound Search Worksheet	Worksheet 19.1	10
Reading Time	Small Group: "The Milk"	<i>The Cat Bandit</i> ; Anecdotal Reading Record; Worksheet 19.2	25

Advance Preparation

- Write all of the Tricky Words reviewed in previous lessons (*he, she, we, be, me, the, a, was, from, of, to, do, down, how, what, where, why, once, one*) on the board at a level where students will be able to tap them with a ruler or a pointer.

Tricky Words Practice

- Today you will review Tricky Words with a game called “Tap the Word.”
- Divide the class into two groups and have them line up by the board.
- You will call out a Tricky Word. Two students, one from each team, will race to find the word on the board and tap it with their ruler. The first student to find the word and tap it earns a point for their team.

Concept Review

Note to Teacher

In English, the past tense of a verb is frequently marked by adding the letters ‘ed’ to the end of the root word. The letters ‘ed’ can be pronounced three different ways:

- /e/ /d/ as in *started*
- /d/ as in *filled*
- /t/ as in *asked*

The pronunciation of the past tense marker is determined by the sound preceding it—that is, by the last sound in the root word to which the ‘ed’ ending is added.

After **voiced consonant sounds** (/b/, /g/, /v/, /th/, /z/, /zh/, /j/, /n/, /m/, /ng/, /l/, /r/) and after vowel sounds (all of which are voiced), the past tense marker is pronounced as a voiced /d/ as in *filled*, *hugged*, and *sighed*.

After **voiceless consonant sounds** (/p/, /k/, /f/, /th/, /s/, /sh/, /ch/), the past tense marker is pronounced as a voiceless /t/ as in *asked* or *fished*.

After the **sounds /t/ and /d/**, the past tense marker is pronounced /ed/ as in *started* and *added*. This is the pronunciation you would expect based on the spelling ‘ed’, /e/ /d/, but it is actually a good deal less common than the other pronunciations.

Note it is the **sound** preceding the past tense marker (particularly the voiced or unvoiced nature of the sound) that determines the pronunciation of the past tense marker, **not the spelling**.

Although these guidelines may sound confusing, most students are able to master the pronunciation of past tense endings fairly rapidly, **without learning any pronunciation rules**. This is partly because students have heard many past tense verbs in oral speech. Having heard the word *tagged* in oral speech in sentences like, “I tagged you,” they are less likely to give the printed form of the word a two-syllable pronunciation, i.e., /t/ /a/ /g/ /e/ /d/. Their mouths will also tend to guide them to the correct pronunciation. It is much easier to say *rinsed* with a /t/ at the end than to say it with a /d/ at the

end. The mouth resists the shift from voiceless to voiced that is required to say /r/ /i/ /n/ /s/ /d/.

Because memory of the spoken form provides a starting point for many words and because the mouth tends to resist at least some erroneous pronunciations, most of the students will be able to learn to pronounce the past-tense endings in words like *dropped*, *rinsed*, and *hosed* correctly after the introduction provided here, and some practice.

Past Tense –ed

- Before beginning this exercise, display the Consonant Code Flip Book within view of all students; also have the Spelling Cards listed in the At a Glance readily available.
- You will write the following chart in three different steps to demonstrate the different pronunciations of ‘ed’.

–ed		
/e/ + /d/	/d/	/t/
acted	filled	asked
rested	hummed	packed

- Write –ed on the top of the board or chart paper.
- Tell students when something happened in the past, we add a two-letter suffix to the verb.
- The letters ‘ed’ are added to the end of a verb. The –ed suffix is called the “past tense marker” or the “past tense ending.”
- Explain that these letters, ‘ed’, are pronounced differently depending on the sounds that come before them:
 - The letters ‘ed’ may be pronounced the expected way: /e/ + /d/. Write the word *acted* on the board in the /e/ + /d/ column. Underline the past tense marker ‘ed’. Read the word *acted* and use it in a sentence.
 - The letters ‘ed’ may be pronounced as /d/. Write the word *filled* on the board in the /d/ column. Underline the past tense marker ‘ed’. Read the word *filled* and use it in a sentence.
 - The letters ‘ed’ may be pronounced as /t/. Write the word *asked* on the board in the /t/ column. Underline the past tense marker ‘ed’. Read the word *asked* and use it in a sentence.
- Tell students when they see the past tense marker ‘ed’ at the end of a verb, they should say one of these three pronunciations.

For additional practice with the past tense –ed, see activities in the Pausing Point Grammar section or in Unit 1 of the *Assessment and Remediation Guide*.

- Usually students will not have trouble figuring out which pronunciation to choose because their mouth will “want” to say one of these. (It is difficult and “sounds wrong” to pronounce /d/ after sounds where /t/ is the regular pronunciation, and vice versa.)
- Write each of the following past tense verbs on the board, use each word in a sentence, and ask students where it should be added on the chart: *rested* (pronunciation 1), *packed* (pronunciation 3), and *hummed* (pronunciation 2).
- Using the same procedure as in earlier lessons, review the following letter-sound correspondences found on these pages of the Consonant Code Flip Book.

Consonant Code Flip Book Pages

1. ‘ed’ > /t/ (*asked*) Consonant Code Flip Book on page 3
2. ‘ed’ > /d/ (*filled*) Consonant Code Flip Book on page 4

- Point out and discuss the power bar for each spelling.
- Add the cards to the appropriate places on the Code Flip Book page.
- Distribute the red markers. Have students outline the appropriate card and letter spelling in their Individual Code Charts. The spellings for today can be found on these pages of the Individual Code Chart.

Individual Code Chart

1. ‘ed’ > /t/ (*asked*) Individual Code Chart on page 1
2. ‘ed’ > /d/ (*filled*) Individual Code Chart on page 1

Practice

10 minutes

Sound Search



Worksheet 19.1

- Have students tear out Worksheet 19.1.
- Explain that the word bank printed at the top of the worksheet includes a number of words containing the past tense marker ‘ed’.
- Have students sort the *-ed* words according to which sound or sound combination the past tense marker ‘ed’ stands for, /e/ + /d/ as in *acted*, /d/ as in *filled*, or /t/ as in *asked*.
- After the words have been sorted, read aloud as a class the story at the bottom of the worksheet containing *-ed* words.

Small Group: “The Milk”

Introducing the Story

- Tell students they will reread the story “The Milk” in small groups today.
- Ask them to retell the main events of “The Milk.”

Challenging Vocabulary

- Ask students if there were any words they did not understand yesterday when reading “The Milk.” Review any vocabulary unfamiliar to them.

Purpose for Reading

- Explain that rereading a story gives students an opportunity to increase their fluency. A fluent reader is not someone who races and speeds when reading; instead, a fluent reader can read with expression and does not have to frequently stop to sound out words.
- Ask students if they remember what types of punctuation can help them read with expression (question marks, exclamation points, and commas). Encourage students to pay attention to all punctuation when reading.

Small Group Reading

- **Small Group 1:** Have students who need more support when reading form a group. Have students take turns reading the story aloud to you. Ask students to point out new spellings. Check comprehension by completing Worksheet 19.2 together.
- **Small Group 2:** Ask students who are able to do independent work to sit with their partners, take out their Readers, and take turns reading the story “The Milk” aloud to one another. When they finish reading the story, have them complete Worksheet 19.2.

Wrap-Up

- Review with all students the sequence of “The Milk.” Using temporal words, guide students to recount the events from the story. Your questions will sound like those below:
 “What was the **first** thing that happened in ‘The Milk’? What happened **next**? **After** that, what happened? What was the **final** thing to happen in the story?”



Chapter 6



Worksheet 19.2

If some pairs finish early, they can illustrate one of the words or phrases from the Supplemental Materials section. Write several of these words or phrases on the board or chart paper prior to starting partner reading

Supplemental Materials:

- Decodable words:

- | | |
|-------------|--------------|
| 1. drenched | 9. dropped |
| 2. mashed | 10. finished |
| 3. scuffed | 11. bumped |
| 4. webbed | 12. fixed |
| 5. tricked | 13. skipped |
| 6. spelled | 14. matched |
| 7. planned | 15. yelled |
| 8. asked | 16. napped |

- Sentences:

- | | |
|--------------------------------|------------------------------------|
| 1. We would if we could. | 7. Tom stretched his legs. |
| 2. What happened? | 8. Would he yell? |
| 3. Dad finished last. | 9. He finished his lunch. |
| 4. She kissed me! | 10. She filled the cup with punch. |
| 5. He was stunned. | 11. The ham smelled rotten. |
| 6. She could not stop sobbing. | 12. Is this spelled wrong? |

- Wiggle Cards:

- | |
|---------------------|
| 1. just stand there |
|---------------------|

Lesson 20

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read and write words with the following inflectional endings and suffixes: *-ing, -ed* (RF.2.3d)
- ✓ Read the following Tricky Words: *he, she, we, be, me, the, was, of, a, do, down, how, to, two, what, where, why, from, once, one, could, would, should, there, said, says, why, word* (RF.2.3f)
- ✓ Read and write words in which 'c' > /k/ as in *cat* or /s/ as in *city*; 'g' > /g/ as in *got* or /j/ as in *gem*

At a Glance	Exercise	Materials	Minutes
Spelling	Student Spelling Assessment	Worksheet 20.1	15
Warm-Up	Tricky Words Review	Tricky Word cards	10
Tricky Spelling	The Tricky Spelling 's'	Consonant Code Flip Book; Spelling Cards for 's' > /z/ (<i>dogs</i>), 's' > /s/ (<i>sun</i>); tape; Individual Code Chart; red fine-tip marker	20
Practice	The Tricky Spelling 's'	Worksheet 20.2	15

Spelling

15 minutes

10 Student Spelling Assessment



Worksheet 20.1

- Have students tear out Worksheet 20.1.
- Read the first spelling word aloud, use it in a sentence, and then read the word once more, allowing students time to write the word down.
- Following your established procedures, repeat this procedure with each of the remaining words.
- Direct students' attention to the lines on the bottom of the worksheet. Tell students to write the phrase "running cat bandit" on those lines. Slowly repeat the phrase twice.

- At the end, read each spelling word one last time.

- | | |
|-------------|-------------------------|
| 1. snacking | 6. buzzing |
| 2. mixing | 7. hitting |
| 3. smelling | 8. until |
| 4. running | 9. problem |
| 5. kissing | Tricky Word: how |

- Have students correct their work. Say and write each spelling word on the board. Tell students to correct their work by crossing out any incorrect spelling and writing the correct spelling next to it. Remind students of the importance of correcting their work and learning from their mistakes.

Note to Teacher

At a time later today, you may find it useful to use the template provided at the end of this lesson to analyze students' spelling errors. This will help you to understand any patterns that are beginning to develop within your classroom or that are persisting among individual students.

Warm-Up

10 minutes

Tricky Words Review

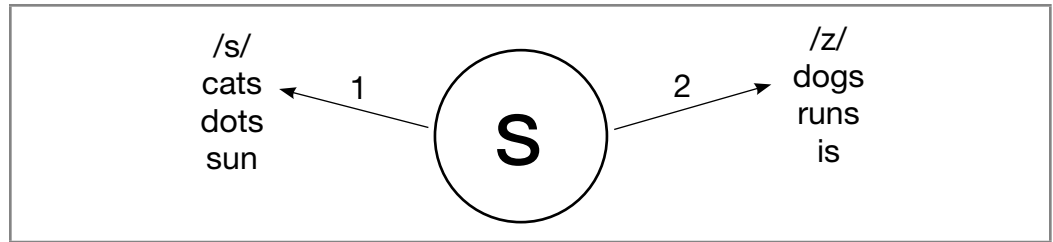
- Use the yellow index cards with all the Tricky Words you have reviewed so far. Do a flash card review of the Tricky Words with the class. You may have each student say the word, or call on individual students.

Tricky Spelling

20 minutes

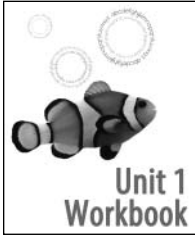
The Tricky Spelling 's'

- Before beginning this exercise, display the Consonant Code Flip Book within view of all students; also have the Spelling Cards listed in the At a Glance readily available.
- Remind students some spellings can be pronounced more than one way. We call these Tricky Spellings.
- Using the Consonant Code Flip Book, point to the 's' > /s/ (*sun*) Spelling Card that shows 's' as a spelling for /s/. Remind students they have already learned 's' can be pronounced /s/.
- Follow the bullet points step by step to draw the chart below to illustrate the tricky spelling 's.'



- On the left side of the board or chart paper, begin by writing /s/.
- Underneath the /s/, write the words *cats*, *dots*, and *sun* and read the words aloud.
- Point out the spelling 's' is pronounced /s/ in these words.
- Explain the 's' is a tricky spelling because it can also be pronounced /z/.
- Write /z/ on the board to the right. Explain we often find 's' pronounced /z/ at the end of words. Write some examples on the board under the /z/: *dogs*, *runs*, and *is*.
- Make sure students can hear that the last sound in these words is buzzy (voiced) /z/ rather than unvoiced /s/.
- Write the letter 's' on the board between the two sets of words and circle the spelling.
- Tell students to figure out how to pronounce this tricky spelling, they may need to try sounding it out two different ways.
- Draw one arrow from 's' to the /s/ words and label it "1." Draw a second arrow from 's' to the /z/ words and label it "2." Explain /s/ is the most likely pronouncing option and therefore the one they should try first. If that does not sound right, or does not make sense in context, they should try option 2, /z/.
- Tell students to turn to **page 3 in the Individual Code Chart** while you turn to **page 12 in the Consonant Code Flip Book**.
- Distribute the red markers.
- Show students the 's' > /z/ (*dogs*) Spelling Card and add it to the **Consonant Code Flip Book page 12**.
- Have students outline the appropriate card and letter spelling in the **Individual Code Chart on page 3**.

Additional practice may be found in the Unit 1 section of the *Assessment and Remediation Guide*.



Worksheet 20.2

The Tricky Spelling 's'

- Have students open to Worksheet 20.2 and display the same page.
- Explain the letters in slashes stand for sounds.
- Have students underline the 's' in the example words on the left: *cats*, *dots*, and *sun*. Point out the /s/ sound in these words.
- Have students underline the 's' in the example words on the right: *dogs*, *runs*, and *is*. Point out the /z/ sound in these words.
- Tell students to find and underline the 's' in the first sentence.
- Read the first sentence on the worksheet, pronouncing the tricky spelling /s/: "He handed me /h/ /i/ /s/ pet pig."
- Ask students if that sounds right (no: *hiss* is a word, but it does not make sense in this context).
- Explain since /h/ /i/ /s/ sounds wrong, they need to try pronouncing it the second way.
- Read the sentence again, pronouncing the tricky spelling /z/: "He handed me /h/ /i/ /z/ pet pig."
- Ask students if that sounds right (yes: *his* is a word and it makes sense in this context).
- Show students how to write *his* in the "dogs" column to indicate the 's' in *his* is pronounced like the 's' in *dogs*.
- Complete the remaining sentences on the worksheet, having students first find and underline 's' in the words on their own. Then call on students to read the sentences aloud, try the tricky spelling both ways, choose the pronunciation that sounds right and/or makes sense, and print the word in the correct column.
- When students have completed the worksheet, ask them which pronunciation seems to be more common (/s/ is more common).

Supplemental Materials

- Decodable words:

1. as	7. muffins	13. fishes
2. has	8. pals	14. boxes
3. his	9. ducklings	15. pins
4. is	10. presents	16. bugs
5. wings	11. riches	17. hogs
6. things	12. eggs	

- Sentences and phrases:

1. fresh eggs	7. His glasses fell from his hand.
2. cats and dogs	8. The closet has lots of stuff.
3. frogs on logs	9. The blankets are damp.
4. a box of rocks	10. Think fast!
5. Land of Nod	11. Toss that junk in the trash can.
6. run of the mill	

Spelling Analysis for Lesson 20

- On the following page, write student names in column 1.
- Place a check in each column under any word where students made an error.
- If student errors in columns 1–3 involve inappropriate doubling of a consonant prior to the *-ing* suffix, additional reinforcement of this concept may be indicated.
- If student errors in columns 4–7 involve a lack of doubling of a consonant prior to the *-ing* suffix, additional reinforcement of this concept may be indicated.
- If the student misses either or both of columns 8 and 9, the student may need either a review of specific basic code correspondences or more practice in spelling two-syllable words.
- If the student misses the word in column 10, the student may need review of this Tricky Word.

Student name	1	snacking																		
	2	mixing																		
	3	smelling																		
	4	running																		
	5	kissing																		
	6	buzzing																		
	7	hitting																		
	8	until																		
	9	problem																		
	10	how																		

Lesson 21

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ **Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed** (L.2.2d)
- ✓ **Read the following Tricky Words: *he, she, we, be, me, the, was, of, a, do, down, how, to, two, what, where, why, from, once, one, could, would, should, there, said, says, why, word*** (RF.2.3f)
- ✓ **Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension** (RF.2.4)
- ✓ **Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding** (RF.2.4a)

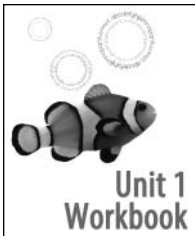
<i>At a Glance</i>	<i>Exercise</i>	<i>Materials</i>	<i>Minutes</i>
Spelling	Introduce Spelling Words	Consonant Code Flip Book; Spelling Card for 'n' > /ng/ (<i>pink</i>); tape; Individual Code Chart; red fine-tip markers; Worksheet 21.1	15
Warm-Up	Sounds and Spellings Review	Individual Code Chart	10
Tricky Words	Today's Tricky Words: <i>could, would, should</i>	marker; yellow index cards for words <i>could, would, should</i>	10
Reading Time	Partner Reading: "The Chips"	<i>The Cat Bandit</i> ; Worksheet 21.4; Anecdotal Reading Record	25
Take-Home Material	Parent Letter; Spelling Words; "The Chips"	Worksheets 21.1, 21.2, 21.3	*

Advance Preparation

- Write the following Tricky Words on yellow index cards, one word per card: *could, should, would*.

Note to Teacher

Lessons 21 and 22 are the final lessons of this unit. We recommend that you use the remaining three days of this week to provide remediation and/or enrichment activities from the Pausing Point and/or the *Assessment and Remediation Guide*. The spelling analysis sheet for this week's spelling words is at the end of Lesson 22 and included in the At a Glance chart. However, administer the spelling assessment at the end of the week, not in Lesson 22.

Introduce Spelling Words

Worksheets 21.1, 21.2

Before beginning this exercise, display the Consonant Code Flip Book within view of all students; also have the Spelling Card listed in the At a Glance readily available.

- You will introduce the spelling words in a certain order so students can hear that sometimes the spelling 'n' sounds like /ng/.
 - Begin by writing *sand*, *hunt*, and *thin* on the board. Read these words aloud and tell students that they are pronounced the expected way, i.e., 'n' spells /n/.
 - Next write *sang*, *hung*, and *thing*. Read the words aloud and tell students that they are also pronounced as we would expect, i.e., 'ng' spells /ng/.
 - Write the last three words, *sank*, *hunk*, and *think*. Tell students that when 'n' is followed by 'k' at the end of a word, the 'n' sometimes sounds like /ng/. Say these words aloud.
 - To hear the /ng/ sound, point to the words and say *sang* and then *sank*, *hung* and then *hunk*, *thing*, and then *think*.
 - Point out that /ng/ is sometimes spelled 'ng'. Point out that /ng/ is also sometimes spelled 'n' when followed by 'k'.
 - Turn to **Consonant Code Flip Book page 17** and put the Spelling Card on the appropriate Flip Book page. Discuss the power bar.
 - Give out the red markers.
 - Have students turn to **Individual Code Chart page 4**. Guide students in outlining the appropriate card and letter spelling on the chart.
- Note:** the /ng/ sound for 'n' is subtle and more noticeable in different regions. Do not worry or spend a lot of time over this difference if it is not noticeable to your class.
- The Tricky Word for the spelling list is *should*.

Have students tear out Worksheets 21.1 and 21.2 and place them in their notebooks/folders to take home. Remind students to practice their spelling words at home for 5–10 minutes each night.

1. sand
2. hunt
3. thin
4. sang
5. hung

6. thing
7. sank
8. hunk
9. think

Tricky Word: should

Warm-Up

10 minutes

Sounds and Spellings Review

- Display the Consonant Code Flip Book and ask students to take out the Individual Code Chart.
- Explain to students that they will review all of the sounds and spellings covered in class. To do so, they will work with a partner, taking turns to read each of the sounds that have been reviewed. Students will first say the sound and then read the word on each card.
- Model one to two of the sounds in your Consonant Code Flip Book before students work with their partners using their own code charts. Also remind students that they can tell which sounds have been taught because they are outlined in either red or green.

Tricky Words

10 minutes

Today's Tricky Words: *could, should, would*

Additional Tricky Word practice may be found in the Unit 1 section of the *Assessment and Remediation Guide*.

See Tricky Words in the Pausing Point for students needing additional help with Tricky Words.

- For each card, begin by reading the word. Next, discuss which part of the word is read just as one would expect and which part is tricky. Finally, use the word in an oral sentence.

Tricky Word: could

- **Expected:** the letter 'c' is pronounced /k/ and the letter 'd' is pronounced /d/. **Tricky:** the letters 'o' 'u' 'l' are pronounced /oo/.

Tricky Words: should, would

- Discuss *should* and *would* with students; *should* and *would* are tricky in exactly the same way as *could*.
- After introducing the new Tricky Words, do a quick flash card review of the Tricky Words reviewed in previous lessons (*a, the, he, she, we, be, me, was, of, from, to, do, down, how, what, where, why, once, one, two*).

Partner Reading: “The Chips”

Introducing the Story

- Ask students to open to the Table of Contents. The last story they read was “The Milk.” Ask them the title of the next story and the page number where it begins. (“The Chips”; page 34)

Challenging Vocabulary

- Preview vocabulary that may be unfamiliar to students. For “The Chips,” you may want to preview the words *plank* and *gash*.

Purpose for Reading

- Ask students to make a prediction about what will happen in the story.
- Tell students that they should read carefully to see if their predictions are correct.

Partner Reading

- Have students read “The Chips” with partners.
- Listen to students read, writing short notes on the Anecdotal Reading Record to document students’ reading performance.
- When students finish reading, have them complete Worksheet 21.4.

Wrap-Up

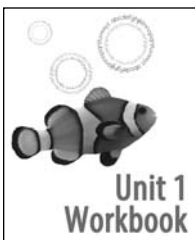
- Complete *The Cat Bandit* chart.
- Discuss the comprehension questions below, encouraging students to answer in complete sentences.

Discussion Questions on “The Chips”

1. *Literal* Where did Mom leave the bag of chips? (Mom left the chips on the top shelf in the kitchen.)
2. *Literal* Where did the cat bandit set the plank? (The cat bandit set the plank on top of the log.)
3. *Literal* What happened when the rock landed on the plank? (The end where the rock landed went down and the end where the cat sat went up, shooting the cat up in the air.)
4. *Literal* How did the cat bandit open the bag of chips? (He cut a big gash in the bag with his claws.)



Chapter 7



Worksheets 21.4

If some pairs finish early, they can illustrate one of the words or phrases from the Supplemental Materials section. Write several of these words or phrases on the board or chart paper prior to starting partner reading.

Take-Home Material

Parent Letter; Spelling Words; "The Chips"

- Have students take home Worksheets 21.1, 21.2, and 21.3 to share with a family member.

Supplemental Materials

- Decodable words:

- | | | |
|----------|-----------|--------------|
| 1. drink | 4. shrink | 7. things |
| 2. thank | 5. wings | 8. ducklings |
| 3. think | 6. trunk | 9. blank |

- Sentences:

- | | |
|--------------------------------|-------------------------------------|
| 1. a pink drink | 4. The blankets are damp. |
| 2. Set the dishes in the sink. | 5. Think fast! |
| 3. She drank the milk. | 6. Toss that junk in the trash can. |

- Wiggle Cards:

- | |
|----------|
| 1. blink |
|----------|

Lesson 22

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read the following Tricky Words: *he, she, we, be, me, the, was, of, a, do, down, how, to, two, what, where, why, from, once, one, could, would, should, there, said, says, why, word* (RF.2.3f)
- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught ,with purpose and understanding (RF.2.4a)
- ✓ Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed (L.2.2d)

At a Glance	Exercise	Materials	Minutes
Tricky Words	Tricky Word Cards: <i>there, said, says, word</i>	marker; yellow index cards for words <i>there, said, says, word</i>	10
Student Performance Task Assessment	Comprehension Assessment "The Catfish"	<i>The Cat Bandit</i> ; Worksheet 22.1	20
Wiggle Cards	Wiggle Cards	Wiggle Cards of your choice from Unit 1	5
Assessment	Dictation Identification Assessment	Worksheet 22.2	10
	Skills Assessment	Worksheets 22.3, 22.4	15

Advance Preparation

- Write the following Tricky Words on index cards, one word per card: *there, said, says, and word*.

Note to Teacher

Remember to give the spelling assessment at the end of the week. After giving the spelling test, you may find it useful to use the template provided at the end of Lesson 22 to analyze students' spelling errors. This will help you to understand any patterns beginning to develop within your classroom or persisting among individual students.

Spelling Assessment Words

- | | |
|---------|----------------------------|
| 1. sand | 6. hunk |
| 2. sang | 7. thin |
| 3. sank | 8. thing |
| 4. hunt | 9. think |
| 5. hung | Tricky Word: should |

Tricky Words

10 minutes

Tricky Word Cards

See Tricky Words in the Pausing Point for students needing additional help with the Tricky Words.

- For each Tricky Word card, begin by reading the word. Next, discuss which part of the word is read just as one would expect and which part is tricky. Finally, use the word in an oral sentence.

Additional practice may be found in the Unit 1 section of the *Assessment and Remediation Guide*.

Tricky Word: there

- **Expected:** The letters 't' 'h' are pronounced /th/ and the letter 'r' is pronounced /r/. **Tricky:** The letters 'e_e' are pronounced /e/.

Tricky Word: said

- **Expected:** The letter 's' is pronounced /s/ and the letter 'd' is pronounced /d/. **Tricky:** The letters 'ai' are pronounced /e/.

Tricky Word: says

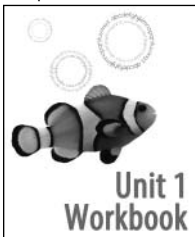
- **Expected:** The first 's' is pronounced /s/ and the final 's' is pronounced /z/. **Tricky:** The letters 'ay' are pronounced /e/.

Tricky Word: word

- **Expected:** The letter 'w' is pronounced /w/ and the letter 'd' is pronounced /d/. **Tricky:** the letters 'or' are pronounced /er/.

10 Comprehension Assessment “The Catfish”

Chapter 8



Worksheet 22.1

- Ask students to turn to Worksheet 22.1 and open *The Cat Bandit* to “The Catfish” on page 40.
- Remind students at the beginning of the school year, they read stories and answered questions about what they had read. Let them know they will do the same thing today. Students should read “The Catfish” and answer the comprehension questions on Worksheet 22.1.
- Students who finish quickly should be encouraged to check over their papers. When they are done checking their papers, they may reread any stories from *The Cat Bandit*.

Wiggle Cards**5 minutes****Wiggle Cards**

- Give students a stretch break by asking them to read some Wiggle Cards and perform each action.

Assessment**25 minutes****10 Dictation Identification Assessment****10 minutes**

Worksheet 22.2

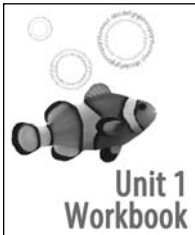
- Have students turn to Worksheet 22.2.
- Tell students you are going to say one word for each row.
- Explain for each number, there are four words written on the worksheet. You will say one of the four words.

- Ask students to circle the one word they hear you say for each row.
- Read each word provided in the box, calling out each number to indicate the row students should point to and look at as you read the word.

- | | |
|--------------|------------|
| 1. scratched | 6. rinsed |
| 2. fence | 7. cell |
| 3. whip | 8. hummed |
| 4. logs | 9. wrist |
| 5. knock | 10. twelve |

10 Skills Assessment

15 minutes



Worksheets 22.3, 22.4

- Students should turn to Worksheets 22.3 and 22.4.
- On Worksheet 22.3, students should read the sentence and write the correct punctuation at the end of each sentence.
- On Worksheet 22.4, students are to add *-ing* to each of the words.

Supplemental Materials

- Sentences and phrases:

1. Mom said we could have the kitten.
2. She says it will be fun.
3. There is his backpack.
4. He says that his socks smell.
5. Robin said to pick up the dog.
6. There she is.
7. Dad says yes.
8. We will be there at six.

- Wiggle Cards:

1. pick up your leg

Directions for Analysis of End of Unit Assessment

- Write students' names in the appropriate column.
- For the **Dictation** Identification Assessment, indicate any errors in columns 1–10. Particular attention should be given to any column that has an error. When analyzing these errors, use a clean unmarked copy of the dictation page and have the student read the line containing the error. Then ask the student to point and say aloud the correct word for that line. The student's oral response will let you know if it was a careless error or if the student needs additional instruction. Use the following to assist your remediation.

Line	Feature	Source
1	add <i>-ed</i>	Unit 1 <i>Assessment & Remediation Guide</i> ; Pausing Point p. 162
2	'c' > /s/	Unit 1 <i>Assessment & Remediation Guide</i> ; Pausing Point pp. 154–158
3	'wh'	Unit 1 <i>Assessment & Remediation Guide</i>
4	's' > /z/	Unit 1 <i>Assessment & Remediation Guide</i> ; Pausing Point p. 154
5	'kn' > /n/	Unit 1 <i>Assessment & Remediation Guide</i> ; Pausing Point p. 157
6	's' > /s/	Unit 1 <i>Assessment & Remediation Guide</i> ; Pausing Point pp. 154–158
7	'c' > /s/	Unit 1 <i>Assessment & Remediation Guide</i> ; Pausing Point pp. 154–158
8	'mm' > /m/	Unit 1 <i>Assessment & Remediation Guide</i>
9	'wr' > /r/	Unit 1 <i>Assessment & Remediation Guide</i> ; Pausing Point p. 157
10	'v' > /v/	Unit 1 <i>Assessment & Remediation Guide</i> ; Pausing Point p. 157

- Indicate errors from the Skills Assessment Worksheet 22.4 on which students **added -ing**. If students make more than four errors on numbers 4, 5, 6, and 8 it may indicate a need for additional instruction or reteaching. More than three errors on numbers 2, 3, 7, and 9 may indicate a need for additional instruction or reteaching.
- In columns 1–5 under the heading "Comprehension Assessment Worksheet 22.1," record the number of questions answered correctly. Any score of less than 3 correct out of 5 is cause for concern. Administer further assessment by completing the following:
- Prepare a blank copy of both the story and the questions. Ask the student to read the story aloud to you in a one-on-one setting as you make a running record on the blank copy. Then ask the student to read aloud the questions. Have the student answer the questions orally.

- If the student correctly answers the questions and there are no major miscues in the running record, then it may simply be a matter of carelessness on the part of the student. It may be worthwhile to use the Pausing Point for students to practice going back to find answers in the text.
- If the student cannot read the story and/or the questions correctly, there may be a decoding problem. Carefully review your running record to see which sound/letter combinations are giving the student difficulty. Then review the results of the Dictation portion of the assessment as it may corroborate the decoding difficulty. The Unit 1 section of the *Assessment and Remediation Guide* provides activities for decoding practice.

Directions for Analysis of Spelling Words from Lesson 21

Note to Teacher

Except for the /ng/ spelled as 'n' in *sank*, *hunk*, and *think*, all of the words for this week's test follow basic code spelling and should not present any difficulty for most second-graders.

- Write students' names in the appropriate column.
- Place a check mark in any column where the student misspelled a word.
- If students misspelled any words in columns 3, 6, and 9, there may be confusion as to spelling /ng/ as the letter 'n' when followed by 'k'.
- If students missed the ending consonant sounds /ng/ in columns 2, 5, and 8, they may benefit from a review of /ng/ spelled 'ng'.
- If students made vowel errors in columns 1–3, they may benefit from basic code review of /a/.
- If students made vowel errors in columns 4–6, they may benefit from basic code review of /u/.
- If students made vowel errors in columns 7–9, they may benefit from basic code review of /i/.
- If students made errors in column 10, they may benefit from review of the Tricky Words *should*, *could*, and *would*.



Worksheet 22.5

Student Name	Dictation Identification Assessment Worksheet 22.2										Comprehension Worksheet Assessment Worksheet 22.1					Add -ing Worksheet 22.4								
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	1	2	3	4	5	6	7	8	9
	add -ed															no double								
	'c' > /s/															no double								
	'wh'															no double								
	's' > /z/															double								
	'kn' > /n/															double								
	's' > /s/															double								
	'c' > /s/															no double								
	'mm' > /m/															double								
	'wr' > /r/															no double								
	'v' > /v/															double								
																no double								
																double								
																no double								
																double								
																no double								

Unit 1 Pausing Point

This is the end of Unit 1. Once you have administered the assessment in Lesson 22, analyze the results to determine if students are having difficulty with particular skills from this unit. If this is the case, it would be wise to pause here and spend a day or two providing targeted remediation in the specific areas of weakness.

Pausing Point Overview

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Scrambled Sentences**Make a Sentence****Editing Worksheet**

It will be most efficient to group students who have similar needs. This way students may work on similar activities in small groups, while you rotate from group to group. For example, you may have one group needing more practice with spelling alternatives, another needing practice with tricky spellings, and yet another group needing to review Tricky Words. There should be sufficient variety of different types of exercises—Whole Group, Small Group, and Independent—permitting you to have multiple groups of students working on different skills. Of course, if many students would benefit from a review of the same skill or concept, complete the activity as a whole class review.

Select activities best suited for the challenges identified on the assessment. Students may do any combination of the activities provided, in any order.

The primary focus of Unit 1 is making certain students are successfully reading words with the tricky spellings and spelling alternatives reviewed in this unit. Do not be concerned if you notice errors in students' independent writing when they attempt to spell words that include spelling alternatives. Continue to encourage students to use the Individual Code Chart when writing. Spelling accuracy will improve over time as students have more writing experience and repeated exposure to these spelling alternatives.

Transition Times

More Wiggle Cards

If your students enjoy reading and acting out the Wiggle Cards, here are some additional decodable words and phrases you may want to add to your inventory of Wiggle Cards. Feel free to use this stack of cards at any time during the day when students need an active transition.

- | | | |
|---------------|--------------------|--------------------|
| 1. mop | 11. skip | 21. bang on a drum |
| 2. jab | 12. twist | 22. hum a song |
| 3. jump | 13. jog | 23. dust |
| 4. limp | 14. zig and zag | 24. hug a pal |
| 5. act mad | 15. stomp | 25. polish a desk |
| 6. act sad | 16. lift left leg | 26. sit down |
| 7. sit on rug | 17. lift left hand | 27. bend a leg |
| 8. act glad | 18. lift a fist | 28. drink |
| 9. stand up | 19. sing a song | 29. nod and clap |
| 10. clap | 20. hush | 30. clap and kick |

One-Syllable Words

Teacher Chaining

- Write *hat* on the board.
- Ask students to read the word, first in a segmented fashion and then blended.
- Remove ‘h’ and add ‘c’ to create *cat*.
- As you make this change, say to students, “If that is *hat*, what is this?”
- Continue this process with the remaining chain.
- Any of the chains may be completed as Teacher or Student Chaining.

CVC Words

1. hat > cat > cut > nut > net > let > leg > log > jog > jot > job
2. zap > zip > dip > tip > tap > tan > van > vat > bat > fat > fit > fig > fog
3. did > kid > kit > bit > but > rut > rat > mat > mad > max > wax > tax
4. big > fig > fog > dog > dot > hot > cot > cat > fat > hat > hut > but > cut
5. dad > bad > had > hag > bag > big > bug > hug > hog > log > leg > beg

Words with Consonant Clusters

1. send > lend > land > hand > band > bend > bent > sent > rent > rant
2. last > past > vast > vest > west > best > pest > nest > zest > rest
3. clip > clop > flop > flip > slip > slop > slot > spot > spit
4. dust > rust > trust > crust > crest > rest > best > test
5. rim > brim > trim > tram > track > rack > back > black > block > blot
6. rip > grip > grin > grim > trim > trick > track > crack
7. slip > slop > slap > clap > flap > lap > tap > trap
8. stop > slop > slip > lip > limp > blimp
9. tilt > wilt > kilt > silt > silk > milk
10. led > bled > blend > lend > land > hand > hands > bands
11. lend > mend > tend > ten > tent > rent > vent > vest > west > best
12. lab > blab > flab > fab > fat > fast > last > list > lisp

Words with Digraph Spellings

1. thing > ring > sing > sung > such > much > mush > mash > bash > bath
2. that > chat > chap > chop > shop > ship > shin > thin > thing > things
3. quit > quick > thick > thin > win > with > wish > fish > dish > dash
4. chin > thin > shin > shun > run > rung > ring > rang > sang > song
5. such > much > mush > hush > hash > rash > crash > clash > clang

More Work with Digraphs

How Many Sounds?

- Ask students to turn to Worksheet PP1.
- Remind students that some sounds consist of more than one letter (letter teams or digraphs).
- Tell students to count and circle the sounds in each word.
- Have students write the number of sounds in the box and copy the words on the lines.

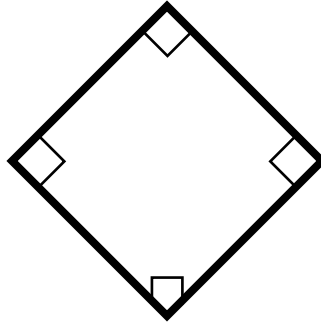
Highlighting Digraphs

- Remind students that digraphs are teams of more than one letter that work together to represent a single sound.
- Worksheet PP2 shows short lists of decodable words containing digraphs taught in this unit.
- Ask students to read the words and highlight or circle the letters of each digraph. Caution students that they should not circle consonant clusters in which each letter represents a single sound.

Two-Syllable Words

Two-Syllable Baseball

- Select words from the following box to write on green index cards.
- Draw a baseball diamond similar to the picture below on the blackboard.



- Divide the class into two teams. Have one team at a time come to the front of the room and line up.
- Each team takes a “turn at bat” as follows:
 - Pick a card from the pile and ask the first person on the team to read it. If the word is read correctly, draw a line from home plate to first base, signifying a “hit.” This player should go to the back of his team’s line, while the next player comes forward to read the next card. If he reads the word correctly, draw a line from first to second base. Play continues in this way, so that each time a player reads a word correctly a line is drawn to the next base. If the fourth player reads the word correctly, draw a line from third base to home plate and mark “1 run” for this team. Play continues by the members of this team so long as no words are misread. When a word is misread, the next team take its turn at bat.

- As in the actual game of baseball, any “players left on base” when a word is misread do not count or add to the score.

- | | | |
|-------------|--------------|--------------|
| 1. children | 18. magnet | 35. tonsil |
| 2. until | 19. wedding | 36. pilgrim |
| 3. himself | 20. napkin | 37. contract |
| 4. hundred | 21. banner | 38. pumpkin |
| 5. problem | 22. comment | 39. Spanish |
| 6. happen | 23. basket | 40. British |
| 7. kitchen | 24. sudden | 41. finish |
| 8. insect | 25. unless | 42. congress |
| 9. plastic | 26. bandit | 43. trumpet |
| 10. pocket | 27. upset | 44. invent |
| 11. planet | 28. velvet | 45. publish |
| 12. rabbit | 29. shipment | 46. cobweb |
| 13. project | 30. sunset | 47. bathtub |
| 14. chicken | 31. funnel | 48. rocket |
| 15. tennis | 32. discuss | 49. tablet |
| 16. tunnel | 33. blanket | |
| 17. jacket | 34. traffic | |

Label the Picture

- Tell students to write each word under its matching picture on Worksheet PP3.

Tricky Spellings

Tricky Spelling Practice

Use these worksheets for more practice or to assess whether students have learned the tricky spellings:

- **Worksheet PP4 for ‘g’ > /g/ or /j/**
 - Worksheet PP4—Tell students to read each sentence, circling or underlining the word with the letter ‘g’. Then tell students to write the word either in the “get” column if the ‘g’ is pronounced /g/ or the “legend” column if the ‘g’ is pronounced /j/.
- **Worksheets PP5 and PP6 for ‘c’ > /k/ or /s/**
 - Worksheet PP5—Tell students to read each sentence, circling or underlining the word with the letter ‘c’. Then tell students to write the word either in the “can” column if the ‘c’ is pronounced /k/ or the “dances” column if the ‘c’ is pronounced /s/.

- Worksheet PP6—Tell students to read each word in the box, circling or underlining the letter ‘c’. Then tell students to write the word in the “can” column if the ‘c’ is pronounced /k/ or the “cent” column if the ‘c’ is pronounced /s/.
- **Worksheets PP7 and PP8 for ‘s’ > /s/ or /z/**
 - Worksheet PP7—Tell students to read each sentence, circling or underlining the word with the letter ‘s’. Then tell students to write the word either in the “set” column if the ‘s’ is pronounced /s/ or the “his” column if the ‘s’ is pronounced /z/.
 - Worksheet PP8—Tell students to read each word in the box, circling or underlining the letter ‘s’. Then tell students to write the word in the “set” column if the ‘s’ is pronounced /s/ or the “his” column if the ‘s’ is pronounced /z/.

Spelling Alternatives

Spelling Trees for /j/ and /s/

- Work with students to make a Spelling Tree that shows the various spellings for the /j/ sound along with sample words for each spelling.
- Make a large tree trunk out of brown paper. The trunk should fork into three smaller branches.
- Label the trunk /j/.
- Label the branches ‘j’, ‘g’, and ‘ge’.
- Explain the tree stands for the sound /j/ and the branches stand for the spellings used to write the sound.
- Mount the tree on a corkboard or on a wall.
- Work with students to cut leaves out of green paper.
- Write decodable /j/ words on some of the blank leaves.

<i>j</i>	<i>g</i>	<i>ge</i>
jump	gem	hinge
jacket	gel	plunge
just	magic	college
jet	tragic	fringe
junk	frigid	cringe
jug	digit	twinge
jog	logic	
Jeff		
Jill		
jam		

- Invite students to hang the /j/ words on the proper branches, sorting them by spelling.

Note: You can create the /j/ Spelling Tree, labeling just the ‘j’ and ‘g’ branches as soon as you have taught Lesson 14. Label the ‘ge’ branch and add leaves after Lesson 17.

- Keep the Spelling Tree up for a few weeks and allow students to add additional word-leaves to it from time to time.
- To make a /s/ Spelling Tree, use the same procedure described above; you will need five branches.

s	ss	c	ce	se
sand	press	cent	dance	rinse
sift	mess	cell	prance	pulse
sun	fuss	citrus	fence	dense
self	dress	dancing	lettuce	
sick	kiss	prancing	France	
sunset	miss	process	prince	
spot	less	princess		
list	hiss			
stop	grass			
still	progress			
seven	fitness			
swim				
skip				
scan				

Note: You can create the /s/ Spelling Tree, labeling just the ‘s’ and ‘ss’ branches as soon as you have taught Lesson 12. Label the ‘c’ branch and add leaves after Lesson 15. Label the ‘ce’ and ‘se’ branches after Lesson 18.

- Keep the Spelling Tree up for a few weeks and allow students to add additional word-leaves to it from time to time.

Spelling Alternative Lists

- Here are some sounds with multiple spelling alternatives you might review:

/k/

c: cringe
k: kids
cc: hiccup
ck: knock

/r/

r: rinse
rr: ferret
wr: wrong

/z/

z: zip
zz: buzzing
s: bugs

/v/

v: vast
ve: involve

/n/

n: nugget
nn: running
kn: knock

/s/

s: send
ss: mess
c: cent
se: intense
ce: wince

/ch/

ch: chop
tch: clutch

/d/

d: dance
dd: sudden
ed: shrugged

/t/

t: track
tt: letting
ed: stacked

/j/

j: just
g: gem
ge: fringe

Spelling Alternative Worksheets

Use these worksheets for more practice or to assess whether students have learned the spelling alternatives:

- **Worksheet PP9 for 'ce' > /s/, 'se' > /s/, 'ge' > /j/, 've' > /v/**
 - Tell students to read all of the words in the box and then use these words to label the pictures.
- **Worksheet PP10 for 'tch' > /ch/, 'kn' > /n/, 'wr' > /r/**
 - Tell students to read all of the words in the box and then use these words to label the pictures. Let students know there are extra words in the box that will not be used, so they must read carefully.

Spelling Search Game: 's', 'ss', 'c', 'ce', and 'se'

This game is intended for groups of two to six students who have learned the spellings 's' as in *sun*, 'ss' as in *kiss*, 'c' as in *cent*, 'ce' as in *fleece*, and 'se' as in *moose*. This game can also be played in larger groups, but the game board may need to be enlarged slightly to accommodate additional tokens.

- Clip the edges of each half of the game board (at the end of the Pausing Point) just inside the dotted line. Tape the left side of the board onto the right side. Make copies of the page with four record cards, also at the end of the Pausing Point, and cut them apart.
- Set up the board and make sure each student has a record card, a game token, and a pencil. (You can use chips or small squares of colored paper for game tokens.) You will also need one regular six-sided die.
- Explain the goal of the game is to be the first player to collect two examples of each of the spellings listed on the record card.
- Have students place their tokens on the star. Have each student roll the die. The student with the highest score goes first.
- Have the first player roll the die and move his or her token the number of spaces indicated on the die. Note that, after moving onto the board, the player will be able to choose to move up or down. Students can move up or down, left or right. Diagonal moves are not permitted.
- Ask the player to read the word he or she landed on and then copy the word onto his or her record card on one of the lines for the spelling it contains.
- Have the next player (moving clockwise) roll the die and move his or her token.
- Play continues until a student fills the record card with two examples of each spelling.

Note: Spaces with an asterisk contain words that have more than one spelling for the /s/ sound. Students who land on a space with an asterisk can copy the word onto their card twice. By navigating to these spaces, students can fill up their record cards more quickly.

Spelling Search Game: 'j', 'g', and 'ge'

This game is intended for groups of two to six students who have learned the spellings 'j' as in *jet*, 'g' as in *rage*, and 'ge' as in *twinge*. It is played the same way as the game described above. See pages at the end of the Pausing Point for the game boards and cards.

Spelling Card Game

- Give one or two students a subset of the Spelling Cards reviewed in this unit representing two to six sounds and 6–15 spellings for those sounds.
- Ask students to sort the cards by sound, so each sound has its own row, i.e., there is one row for /s/, one row for /z/, one row for /k/, etc.

- Ask students to place the Spelling Cards for each sound in order of frequency using the power bars.
- Ask what students remember about the various spellings for a sound: are there any used at the beginning of a word; any not used at the beginning of a word, etc.?

Tricky Words

- The following box contains all of the Tricky Words for Unit 1.

1. the	10. from	19. one
2. a	11. to	20. two
3. he	12. do	21. could
4. she	13. down	22. would
5. we	14. how	23. should
6. be	15. what	24. there
7. me	16. where	25. word
8. was	17. why	26. said
9. of	18. once	27. says

Tap the Word Game

- Write at least 12 Tricky Words from the list above on the board at a level where students will be able to tap them with a ruler.
- Divide the class into two teams and have them line up at the board.
- Call out a Tricky Word. Two students, one from each team, will race to the board to find the word and tap it with their ruler. The first student to find the word and tap it earns a point for their team.

Tricky Word Relay

- Write the Tricky Words listed in the previous box on two sets of yellow index cards.
- Divide the class into two teams. Have students line up by team on one side of the classroom and place each set of Tricky Words in two separate baskets or containers on a table or desk some distance away from where the teams are lined up.
- When you give the signal, two students, one from each team, will go to the table to pick out a Tricky Word from his team's basket to read. However, before moving, students must wait to hear your directions as to how they may move to get a Tricky Word. Here are some ideas.

1. hop on the same foot
2. hop on alternate feet
3. jump with hands on hips
4. walk toe to toe
5. walk with hands grasping ankles
6. walk crossing one leg over the other
7. walk on tiptoes

- The first student to pull a Tricky Word out of the basket and read it correctly earns a point for his/her team.

Tricky Word Bingo

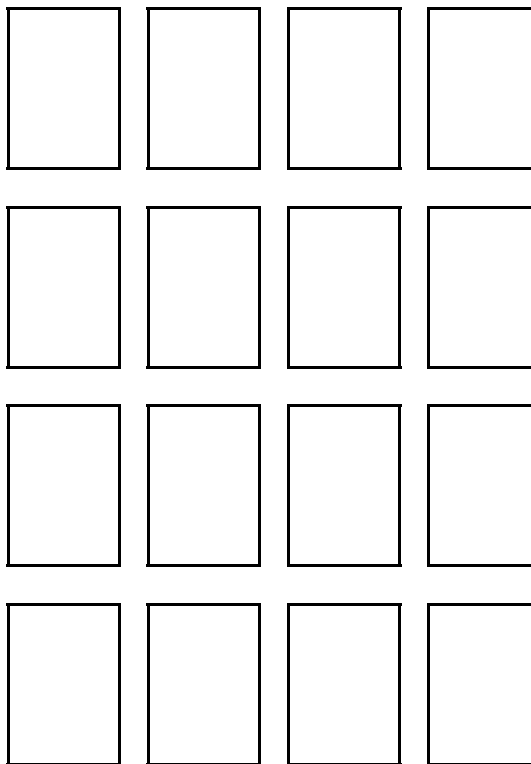
- Make copies of the bingo cards at the end of the Pausing Point activities. There are 15 different versions of bingo cards. Give each student a different bingo card. Students may use some sort of tokens, such as checkers or colored squares of paper, to cover a word that is called or you may direct them to mark words with a pencil.
- Tell students you are going to say some Tricky Words. Each time you say a Tricky Word, students should look at their cards to see if the Tricky Word is printed on it. If it is, students should mark the square where the Tricky Word is printed.
- Prior to starting play for the first time, hold up a bingo card or draw one on the board. Tell students they can yell out “bingo” if they mark five words in a straight line horizontally, vertically, or diagonally. Explain that the square with the star is a free space they can use as one of their five spaces.
- Draw words to call from your set of Tricky Word cards and pause to give the students a chance to mark their bingo cards. Continue until a student says “bingo.”
- Ask that student to read aloud his or her bingo words. As that student reads, check whether you said the words and whether the words are printed in a straight line. If so, the student wins. If not, continue saying words from the list until another student says “bingo.”

Tricky Word Clues

- On the board, write three to six Tricky Words taught in this unit.
- Choose one word and then give students clues about that word.
- Clues could include the number of letters in the word, what the first and/or last letter in the word is, and what part of the word is tricky. Once students have found the right word, ask them to read the word and use it in a sentence.

Tricky Word Concentration

- Using two sets of Tricky Word cards, select eight pairs of the same words from each set. (You can increase the number of cards in each game to provide a greater challenge.)
- Shuffle the cards and lay them face down on the table, so there are four rows of four cards each.



- Have students turn over two cards at a time, attempting to find matching cards. Each time a pair is turned over, the student must read each word.
- If a student finds a match, he or she may keep the cards so long as he or she has read the words correctly.
- Let the game continue until all matches have been found. The person or team with the most cards is the winner.

Grammar

The Past Tense Marker *-ed*

- Write the following sentences on the board and have students read them aloud. Point out the verb *dusts* is in the present tense, while *dusted* is the past tense.

Mom dusts the shelf.

Mom dusted the shelf.

- Underline the ending 'ed' in *dusted*. Point out that 'ed' is read as /e/ /d/, just as one would expect. Explain that 'ed' is the past tense marker that shows the action has already happened.
- Write the sentences below on the board and have your students read them aloud.

Ben spells the word.

Ben spelled the word.

- Ask students if they see a difference between the two sentences.
- Point out that the verb in the first sentence is in present tense and the verb in the second sentence is in past tense.
- Underline the ending 'ed' in *spelled*, which is pronounced /d/ in this example. Again, point out 'ed' is the past tense marker that shows that the action has already happened.
- Write the following sentences, including the omission, on the board:

Jen brushes the dog.

Jen _____ the dog.

- Tell students the sentence with the omission is in past tense.
- Ask students to fill in the blank with the verb *brush* in past tense. Have a student come up to the board and write the word in the blank. (*brushed*)
- Point out in this example, the past tense marker 'ed' is pronounced /t/.
- Repeat with the sentences below:

Pat plants the grass.

Pat _____ the grass. (planted)

Dad grills two hot dogs.

Dad _____ two hot dogs. (grilled)

Capitalization and Punctuation

Scrambled Sentences

- Using decodable words and familiar Tricky Words, write a scrambled sentence on the board. Ask students to unscramble the words to create a sentence that makes sense and then ask one student to come to the board to rewrite the sentence using appropriate capitalization and punctuation.

- Here are some sample sentences to help you get started; note that some sentences may be unscrambled as either statements or questions.

1. hat have the black a did witch
2. elves danced the princess twelve with
3. dishes the the sink stink in
4. must fast we act
5. insects mom upset with did get the
6. in me let
7. is how she
8. you solve the can problem

Make a Sentence

- Write decodable words from this unit or from the box below on green index cards and place in a basket or container.

Green cards:

- | | | | | |
|-----------|-----------|-------------|-----------|-----------|
| 1. am | 19. dress | 37. it | 55. ran | 73. then |
| 2. an | 20. drink | 38. its | 56. red | 74. thing |
| 3. and | 21. end | 39. jump | 57. run | 75. think |
| 4. as | 22. fast | 40. just | 58. sat | 76. this |
| 5. ask | 23. fat | 41. last | 59. set | 77. until |
| 6. at | 24. get | 42. left | 60. seven | 78. up |
| 7. back | 25. got | 43. let | 61. shall | 79. upon |
| 8. bed | 26. had | 44. long | 62. sing | 80. us |
| 9. best | 27. hand | 45. man | 63. sit | 81. well |
| 10. big | 28. has | 46. men | 64. six | 82. went |
| 11. black | 29. hat | 47. much | 65. stand | 83. when |
| 12. box | 30. help | 48. must | 66. stop | 84. will |
| 13. bring | 31. him | 49. next | 67. such | 85. wish |
| 14. but | 32. his | 50. not | 68. tell | 86. with |
| 15. can | 33. hot | 51. off | 69. ten | 87. yes |
| 16. cut | 34. if | 52. on | 70. than | |
| 17. did | 35. in | 53. pick | 71. that | |
| 18. dog | 36. is | 54. present | 72. them | |

- Draw a “yellow” word from the Tricky Word basket and a “green” word from the decodable word basket and ask each student to make up an original sentence using the word cards. Students should have paper and pencil or dry erase boards and markers to write their sentences. Remind students to use appropriate capitalization and punctuation when writing their sentences.
- Ask each student to read his or her sentence. Check for appropriate capitalization and punctuation and award points as shown in the bar that follows:

Capitalization		Punctuation	
First word in the sentence	1 point	Period	1 point
Proper Noun	1 point	Question Mark	2 points
		Exclamation Mark	2 points

- Depending on students’ skill level, you may also want to award points for accurate spelling.
- Modify the difficulty according to students’ needs. You can make the task more challenging by pulling several yellow and green cards and stipulating that all of the words pulled must be used in a sentence.
- You can make the task easier by pulling only one yellow and one green card, orally creating a single sentence as a group that each student must then write and punctuate.

Editing Worksheet

- Tell students to read each sentence on Worksheet PP11 and then write it correctly on the line below it, using appropriate capitalization and punctuation.

she	be	word	how	a
he	could	of	was	we
from	said		says	why
down	two	should	the	would
do	one	where	me	once

what	down	there	do	one
once	how	the	could	from
would	where		to	she
says	be	a	we	word
why	of	said	two	me

could	to	should	there	she
a	word	one	said	two
why	would		he	once
down	how	was	we	be
the	from	says	of	what

word	of	one	could	says
me	two	he	a	from
do	how		the	be
should	we	was	she	where
said	down	why	once	what

we	why	of	word	what
was	a	two	how	down
could	should		says	do
said	the	me	she	be
there	would	where	he	from

we	she	of	a	to
me	how	he	once	was
what	be		where	said
from	two	why	word	should
the	would	could	one	down

she	word	why	said	could
we	a	one	once	the
me	should		where	was
down	do	how	there	would
from	what	he	be	two

be	was	there	to	do
two	why	she	word	one
the	would		a	from
says	where	said	we	what
could	me	he	once	of

how	down	word	from	two
she	to	the	he	be
there	could		one	should
of	once	what	why	would
a	we	said	me	do

word	once	of	what	she
how	a	why	one	me
from	where		to	says
the	we	two	could	he
there	should	do	be	was

says	two	to	would	he
be	down	once	do	could
was	how		me	there
what	the	said	we	word
a	she	of	why	one

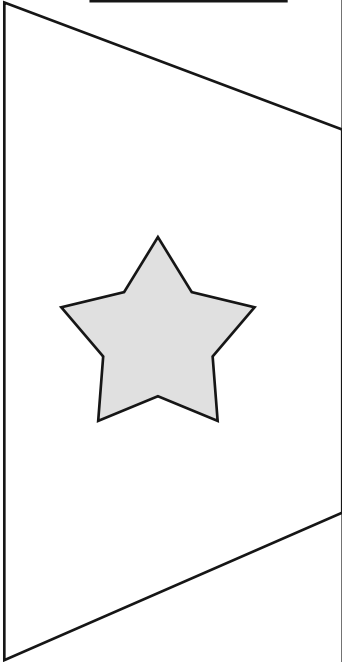
how	he	down	of	why
be	says	would	a	said
do	one		word	two
could	we	where	to	there
once	was	from	should	me

he	to	where	once	says
would	a	why	what	should
how	down		said	could
word	there	we	two	do
the	she	of	me	was

to	how	there	was	do
says	of	word	the	would
where	one		she	should
could	down	two	we	be
a	said	why	once	from

from	where	we	said	would
be	down	was	she	one
why	me		do	once
of	a	what	he	how
should	there	says	two	could

's'
'ss'
'c'
'ce'
'se'



banks <u>s</u>	fit·ness <u>ss</u>	<u>s</u> ink
lettuce <u>ce</u>		prance <u>ce</u>
dis·cuss <u>ss</u> *		wrist <u>s</u>
dense <u>ce</u>		<u>c</u> ells
prince <u>ce</u>	<u>s</u> en·tence <u>ce</u> *	danc <u>ing</u>

chance

cent

rinse

citrus

swimming

trunks

class

snatch

France

pulse

sense *

whisk

fence

glass

Name _____

's

'ss

'c

'ce'

'se'

Name _____

's

'ss

'c

'ce'

'se'

Name _____

's

'ss

'c

'ce'

'se'

Name _____

's

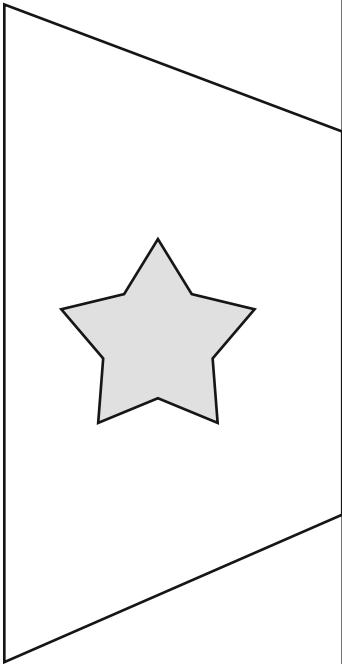
'ss

'c

'ce'

'se'

‘j’
‘g’
‘ge’



<u>j</u> ust	hing <u>e</u>	fring <u>e</u>
leg <u>g</u> end		<u>j</u> ump <u>e</u> d
cring <u>e</u>		<u>j</u> unk
<u>g</u> el		log <u>i</u> c
mag <u>i</u> c	plung <u>e</u>	bing <u>e</u>

tragic	subject	gem	challenge
	digit		twinge
	job		jam
	cringed		project
college	just	gems	jacket

Name _____

j _____

g _____

ge _____

Name _____

j _____

g _____

ge _____

Name _____

j _____

g _____

ge _____

Name _____

j _____

g _____

ge _____

Appendix A: Overview of the Skills Strand

The Core Knowledge Language Arts Program

The Core Knowledge Language Arts program is unlike most reading programs with which you are familiar. It has been developed by the Core Knowledge Foundation, a nonprofit, nonpartisan educational foundation based in Charlottesville, Virginia. The foundation's mission is to offer all children a better chance in life and create a fairer and more literate society by educating America's youth in a solid, specific, sequenced, and shared curriculum. This program is an attempt to realize that mission. Specifically, the program aims to combine excellent decoding instruction with frequent reading-aloud in order to ensure that students can translate letters into words and make sense of the words they are decoding.

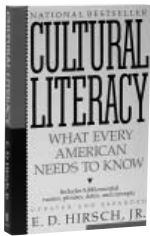
About Core Knowledge



E. D. Hirsch, Jr.

Core Knowledge was founded in the late 1980s by E. D. Hirsch, Jr., a professor at the University of Virginia. In the 1980s Hirsch's research focused on the question of why one piece of writing is easier to read than another. As part of this research, he created two versions of the same passage for college students to read. One version was considered well written because it followed principles of clarity and style laid out in style books such as Strunk and White's *Elements of Style*. The other version did not follow those principles and was considered poorly written. Hirsch then asked a large number of college students to read the passages. He recorded the time it took them to read the passages and how well they were able to answer comprehension questions about the passages. He wanted to see if the well-written passages would be read more rapidly and understood more fully than the poorly written ones. He found that they were, but he also found another factor that was even more important for comprehension than the clarity of the writing. He found that readers who possessed a wide base of background knowledge were able to make sense of a wide range of passages, whereas students who lacked this knowledge were not.

Hirsch conducted his tests at the University of Virginia and a nearby community college. He found that students at the community college could decode well enough and could read and understand passages on everyday topics like roommates and manners. Many of the community college students struggled when the passages treated historical and scientific subjects. One passage on two Civil War generals, Ulysses S. Grant and Robert E. Lee, was especially difficult for many of them. It turned out that many of the community college students tested knew little about the Civil War. They did not know who Grant and Lee were, and, as a result, they struggled to make sense of the passage, even though they could decode the words Grant and Lee. Hirsch realized these students were struggling to make sense of the passages, even though their decoding skills were good. It was obvious, then, that reading comprehension required something more than just basic decoding skills.



Cultural Literacy

Hirsch wrote about his insights in a 1987 bestseller, *Cultural Literacy*. He argued that full literacy requires not just decoding skills but also knowledge of words, concepts, persons, places, and ideas writers tend to take for granted. Schools must take the responsibility of imparting this body of knowledge, which Hirsch called “cultural literacy.” Hirsch went on to found the Cultural Literacy Foundation in order to promote the teaching of cultural literacy in American elementary schools. The foundation later changed its name to the Core Knowledge Foundation (CKF), but its mission has never changed. The CKF publishes curriculum materials for Pre-K through Grade 8, provides teacher training, and hosts conferences for educators teaching in Core Knowledge schools across the country.

The Core Knowledge Language Arts (CKLA) program is an early reading program based on the work of E. D. Hirsch. It combines his insights with 50 years of reading research, as summarized in the report of the National Reading Panel.

The Simple View of Reading

Hirsch’s insight about the necessity of background knowledge has been confirmed in many experiments. Virtually everyone who writes about reading now recognizes that reading comprehension requires more than just decoding ability. Many reading researchers now subscribe to a view of reading that is known as “the simple view of reading.” This view, which is associated with reading researchers Philip Gough and William Tunmer, holds that there are two chief elements that are crucially important to reading comprehension: decoding skills and language comprehension ability.

To achieve reading comprehension, a person needs to be able to decode the words on the page and then make sense of those words. The first task is made possible by decoding skills and the second by language comprehension ability. If the person cannot decode the words on the page, she will not be able to achieve reading comprehension, no matter how much oral language she can understand. Even if the person can decode the words on the page, that in and of itself is still no guarantee of reading comprehension (as Hirsch discovered in his experiments). If the sentences the person is attempting to read are sentences she could not understand if they were read aloud to her, then there is not much hope that she will understand them during independent reading.

Supporters of the simple view—and there are a growing number of them among reading researchers—argue that a person’s reading comprehension ability can be predicted, with a high degree of accuracy, based on two basic measures. The first is a measure of decoding skills, e.g., a test of single-word reading or pseudoword reading. The second is a measure of listening comprehension. Researchers who hold to the simple view say, “Tell me a person’s decoding ability, as ascertained by a word-reading task, and tell me that person’s language comprehension ability, as ascertained by a listening comprehension task, and I can make a very accurate prediction of that person’s reading comprehension ability.” If the person is a rapid and accurate

decoder and also able to understand a wide range of oral language—for instance, classroom presentations, news items on the radio or TV, books on tape, etc.—then it is a safe bet the person will also do well on tests of reading comprehension.

An interesting thing about the simple view of reading is that it can be expressed as an equation:

$$R = D \times C$$

In this equation, each of the letters is a variable that stands for a specific skill:

R is a measure of reading comprehension ability.

D is a measure of decoding skills.

C is a measure of language comprehension ability as measured using a listening task.

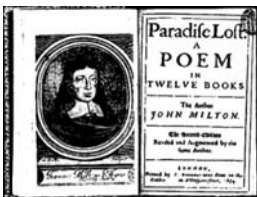
Each of these skills can be quantified as a numerical value between 0 and 1, where zero stands for no ability whatsoever and 1 stands for perfect, not-to-be-improved-upon ability. Obviously most people have a skill level that falls somewhere between these two extremes.

The equation says that if you have some decoding ability ($D > 0$) and you also have some language comprehension ability ($C > 0$), you will probably also have some reading comprehension ability ($R > 0$). How much reading comprehension ability you have will depend on the exact values of D and C .

What does it mean to have no decoding ability ($D = 0$)? It means you cannot turn printed words back into spoken words. A person who cannot decode letters on a page cannot read. The person is illiterate.

What does it mean to have no language comprehension ability ($C = 0$)? Basically, it means you do not know the language, and you cannot understand any of it when you hear other people speaking or reading aloud in that language.

It is not very common for a person to have decoding ability ($D > 0$) but not language comprehension ability ($C = 0$). Why would you learn to read and write a language you cannot understand? It does happen. One famous example involves the English poet John Milton, the author of *Paradise Lost* and other well-known poems. Milton went blind late in life. Since Braille had not yet been invented, this meant he could not read for himself. Nevertheless, Milton found a way to keep learning from books: he had friends and relatives read the books aloud for him. However, he was not always able to find a scholar who had the free time and the ability needed to read to him in Hebrew, Greek, Latin, and other ancient languages. The solution? Milton taught his daughters to decode these languages so they could read books in those languages aloud to him. Milton did not teach his daughters the actual languages—the thousands of words and tens of thousands of meanings. That would have been a difficult,



John Milton

time-consuming task. He only taught them the rules they would need to turn letters into sounds. Thus, his daughters acquired solid decoding skills for these languages ($D > 0$), but they would have scored a zero on any measure of language comprehension ($C = 0$). They could turn symbols into sounds, but they had no idea what the sounds meant. Milton, on the other hand, due to his blindness, had no functional decoding skills ($D = 0$). However, by virtue of his great learning, he was able to understand Hebrew, Latin, and Greek when they were read aloud to him ($C > 0$). Between Milton and his daughters, you might say, there was reading comprehension (R), but the younger generation brought the decoding skills (D) and the elderly poet brought the language comprehension (C).

The Milton example is an unusual one, but it is possible to give a less unusual one. A decent teacher can teach you to decode Russian letters (or the letters used in many other writing systems) in the course of a couple days of intensive work. Since you already know a lot about reading, all you would need to learn is which sound values the unfamiliar letters stand for. Once you learned that, you would be able to sound out most of the words in the language, but nobody would claim that you are reading Russian. You would have some rudimentary decoding skills ($D > 0$), but you would be lacking language comprehension ($C = 0$). You would be able to pronounce words, but you would not be able to make sense of them. Essentially, you would be doing what Milton's daughters did.

How These Ideas Inform This Program

Although this may seem very abstract and theoretical, there are two ideas here that are very important for reading instruction and for understanding this program. The first important idea is that reading comprehension depends crucially on both decoding skills (D) and language comprehension ability (C); the second is that language comprehension ability takes much longer to acquire than decoding skills.

Milton chose to teach his daughters decoding skills because he could teach those relatively quickly. It would have taken him much, much longer to build up their language comprehension abilities. Likewise, in the hypothetical example just given, a decent teacher could teach you to decode Russian print in a few days of intensive instruction, but he or she would need to keep working with you for many weeks—possibly even many years—to teach you enough Russian words and phrases to understand a movie, make sense of a radio report, or read a short story.

You are facing a similar situation as a teacher in the early grades. You want your students to learn to read. A crucial first step is to teach them decoding skills. Strong decoding skills can be taught to most young children over the course of Grades K–2. It takes longer to teach decoding skills to young children who are learning to read for the first time than it does to teach the same skills to adults who have already learned to read in another language, and it takes longer to teach decoding skills in English-speaking countries because English spelling is rather complex; but even so, most students can acquire basic decoding ability in the early grades. The children will continue to automatize

their decoding skills, learn new spelling patterns, and build fluency for many more years, but the basics can be taught in Grades K–2.

That is not the case with language comprehension ability. It is going to take you and your school system a long time to build up your students' language comprehension ability because this is not a job you can accomplish in the course of a single school year. Rather, language comprehension ability is acquired over many years. Your students began to develop a rudimentary ability to understand language even before they could speak and continued to increase their language comprehension abilities throughout the preschool years. They will make even more gains in your classroom and the classrooms they join after yours. With each new sentence they read or hear, and each new subject they study in school, they will be building up background knowledge, vocabulary, and cultural literacy, and thus increasing the range of materials they are equipped to understand; first orally and later via reading. The more you teach them and the more you expose them to, the more they will be able to understand. It takes a long time to build up the vocabulary and knowledge needed to make sense of most stories in a newspaper or magazine, but this buildup is crucial for your students' reading abilities: for no matter how good their decoding skills may be, they will not understand what they read unless they have the language comprehension ability to make sense of the words they decode.

The Core Knowledge Language Arts program includes two strands of instruction, and these strands correspond with the elements of reading isolated in the simple view of reading. The Skills Strand is meant to build students' decoding skills (D), while the Listening & Learning Strand is meant to build students' language comprehension ability (C) by exposing them to vocabulary, concepts, and ideas through frequent reading aloud. It is important to understand that both strands are crucial for reading comprehension in later grades. You may feel the decoding skills taught in the Skills Strand are more important to teach in the early grades, and certainly this is the area where you can expect to have the most immediate impact, but it is important that you not neglect language comprehension ability. Remember, it takes many years to build up enough vocabulary and general knowledge to understand a wide range of printed materials. The building of background knowledge needs to begin in Kindergarten (if not before) and continue throughout the elementary and middle school years.

If students are not building their language comprehension ability in the early grades, their reading scores are likely to begin to fall off in Grade 4 and later. This has been called the “fourth-grade slump,” and it occurs because material assessed on reading tests changes over time. As students progress through the grades, test questions focus less on rudimentary decoding skills and more on comprehension—and comprehension depends on having sufficient vocabulary, background knowledge, and cultural literacy to understand the words you are decoding. Thus, the importance of language comprehension ability increases with time. A weakness in this area may not show up on tests in early grades, but it will show up in later elementary grades.

This has been well documented in research. In one very interesting study, researchers at the University of Kansas looked at measurements of reading comprehension (R), decoding/word recognition (D), and listening comprehension (C) for the same 570 students in second, fourth, and eighth grades. They found the two factors D and C accurately predicted R in each grade, but that C became more important, in the sense that it explained more of the variation among students over time. The measure of decoding (D) was extremely important in the second-grade results. Twenty-seven percent of the variance in reading comprehension in second grade could be explained by decoding skills (D) alone. Only 9 percent of the variance could be explained by listening comprehension (C) alone. By fourth grade, however, the measure of listening comprehension had begun to account for more variance: the unique contribution of C rose to 21 percent while the equivalent number for D fell. By eighth grade, fully 36 percent of the variance in reading comprehension scores could be explained with reference to the children's listening comprehension ability. The unique contribution of D sank even further. In other words, while reading comprehension depended on D and C at every stage, as the simple view would predict, C explained more and more of the variation among students as time went by. What this tells us is that, once the intricacies of decoding are mastered (and in English this takes some time), reading comprehension depends more and more heavily on language comprehension. Language comprehension depends on background knowledge, vocabulary, and cultural literacy.

If you understand Hirsch's insight into the importance of background knowledge, and you understand the simple view of reading, you can understand why this program has two strands of instruction, and why both strands are very important. The next several sections of this appendix will tell you about the Skills Strand of CKLA.

Two Misconceptions About Reading and Writing

The Skills Strand of CKLA teaches the mechanics of both reading and writing. It is based on the most current research on reading and writing, but at the same time it has been written in opposition to some ideas that have been very influential in elementary education in recent decades. Two of those ideas are:

Learning to read and write is natural.

Learning to read and write is easy.

Both of these ideas have great emotional appeal. Unfortunately, both of them are wrong.

Learning to Read and Write Is Not Natural

Many scholars have argued that spoken language is natural for human beings. The cognitive scientist Stephen Pinker, for example, has argued that human beings have a language instinct, meaning that humans are born with an innate capacity for learning language. This may turn out to be true. It is at least a plausible theory since historians, linguists, and anthropologists have

never found a human culture that does not use language. When something is universal, it may turn out to be natural.

What is true of oral language is not necessarily true of written language. In fact, with written language, we know we are dealing with something that is not natural or innate because we know when and where writing was invented, and we know that, even today, not all languages have a system of writing. There are still hundreds of languages in the world that are spoken, but not written or read.

Ten thousand years ago this was the norm, rather than an exception. At that time, there were probably no human beings who knew how to read or write. According to the linguist Florian Coulmas, the idea of writing down language was probably developed independently by three ancient cultures: the Egyptians, the Phoenicians, and the Chinese. Each used a different system, and the mechanisms these pioneers developed for recording speech then spread from one culture to another, evolving as they went. If these initial inventors had not come up with schemes for writing down speech, we might all be illiterate today.

Writing is many things. It is an art that can be taught and learned. It is an invention—one of the greatest inventions in human history. It is a technology enabling us to do things we could not do without it—a technology every bit as exciting and amazing as airplane flight or electric power. But it is not natural. The same is true of reading, which is simply the process of unpacking, or decoding, what somebody else has written.

Reading and writing are both highly artificial. We tend to recoil at that word. We have internalized the idea that natural is good and artificial is bad. Therefore, we think, reading must be natural. In fact, as the reading researcher Philip Gough has written, reading is a highly unnatural act.

The first step toward good reading and writing instruction is to understand that reading and writing are artificial—but not necessarily in a bad sense. We need to remind ourselves the word *artificial* derives from the word *art*. To say reading and writing are forms of art that had to be invented and need to be taught to children does not make reading and writing any less wonderful or important. On the contrary, it makes these things more wonderful and precious, and it also emphasizes the importance of your job as a teacher. There is no job more important than teaching young children the magnificent, valuable, and highly unnatural arts of reading and writing.

Learning to Read and Write Is Not Easy

The second idea noted above, that learning to read and write is easy, is also mistaken. Reading and writing are complex behaviors, and they are more complex in English than in many other languages because English has a fairly complicated spelling system. In Spanish, for example, the relationships between letters and sounds are mostly one to one, meaning each sound is usually written with one spelling, and each spelling unit is usually pronounced one way. This is not the case in English. In order to read and write English with a high degree of accuracy, there is quite a lot that students need to learn.

As a way of demonstrating the complexity involved in learning to read and write in English, suppose we attempted to list all of the discrete bits of information a person needs to know in order to be able to read and write in English. As a starting point, we might begin with the 26 letters and argue that these are the 26 things one really needs to learn to read and write English. However, for each letter, one eventually needs to learn not only the letter shape but also the letter name (in order to be able to read abbreviations and initials). So that is 52 bits of information.

That is a good start, but we must not stop there. In English all letters can be written in uppercase and lowercase forms, and the uppercase forms are not always the same as the lowercase forms. Compare B to b, D to d, H to h, R to r, Q to q. At least 16 uppercase letters have a slightly different form than the matching lowercase letters. So we must raise our estimate of the complexity of the English writing system to 68 bits of information.

We are not done yet. Students must also know the 44 sounds these letters stand for. That raises our estimate of the complexity to 112.

If there were a simple one-to-one relationship between letters and sounds, that might be a fairly good estimate of the complexity of the code. Unfortunately, the relationships between sounds and letters in English are quite complicated. The 44 sounds of English can be spelled many different ways. In our work on this program we have identified 150 spellings that are frequent enough to be worth teaching in the early grades. That boosts our estimate of the complexity of the code to 262.

In addition, students need to learn to track from left to right, to blend sounds into words (when reading), and segment words into sounds (when writing and spelling). They need to learn a handful of symbols used in writing, including the period, comma, exclamation point, question mark, quotation mark, and apostrophe. That raises our estimate of code complexity to about 270 bits of information.

We could boost the estimate even higher by adding Tricky Words and unusual spellings or by pointing out that there are many letters in English that can be pronounced different ways. We could also point out that reading a word like *thin* requires the students to group the first two letters and attach them to one sound, and reading a word like *cake* requires students to scan ahead, see the 'e', and realize it controls the pronunciation of the 'a' earlier.

Even without these additions it is clear that the English writing system is quite complicated.

The Problem with Whole Language

On a conservative estimate, there are 270 bits of knowledge a person needs to be able to read and write English. It is unwise to ask students to tackle all of this complexity at once and hope they will figure it out. Yet that is precisely what is done in so-called “Whole Language” approaches. Whole Language instruction is based on the assumption that learning to read is natural, and not difficult, so reading skills can be allowed to develop gradually, without

much explicit instruction. Lots of students in Whole Language classrooms do manage to figure out the English writing system, but many others do not. Whole Language ideas have tremendous emotional appeal, but the Whole Language approach is actually a recipe for leaving many children behind. It is an especially risky strategy for disadvantaged children.

A much better strategy is to introduce the English spelling code explicitly, beginning with the easiest, least ambiguous, and most frequently used parts of the code and then adding complexity gradually. That is the central strategy on which this program is based.

The strategy adopted in this program is the same strategy that successful coaches use when teaching children a sport such as tennis. The successful coach does not ask students to learn “Whole Tennis” and soak up the necessary skills all at once by trying to hit all different kinds of shots the first day on the court. Instead, the successful coach teaches the student to hit a forehand ground stroke and provides lots of practice hitting forehands. Then the coach moves on to teach a backhand ground stroke, then a forehand volley, then a backhand volley, then a serve, then an overhead smash, then a drop shot, etc. With each element taught, the student becomes a stronger and more complete player. In the same way, this program begins by teaching the most common and least ambiguous spellings for sounds and then moves on to introduce the more complex parts of the writing system.

Key Aspects of the Skills Strand

Some key aspects of the Skills Strand of CKLA are listed below.

- CKLA teaches reading and writing in tandem, since they are inverse processes. English writing involves making pictures of sounds; reading involves translating those pictures back into sounds and blending the sounds to make words.
- CKLA rejects the Whole Language notion that exposure to rich language and lots of environmental print is sufficient to ensure mastery of the writing system.
- CKLA explicitly teaches letter-sound correspondences as opposed to leaving students to figure these out on their own or deduce them by analyzing familiar whole words (as in some forms of “analytic” phonics).
- CKLA focuses on sounds, or phonemes, as the primary organizing principle of the program, rather than letters.
- CKLA includes phonics instruction, but the instruction differs from the phonics usually taught in the United States in that it begins with sounds and then attaches those sounds to spellings. In a typical phonics lesson in the United States, the teacher writes the letter ‘m’ on the board and says, “This is the letter ‘em’. It says /m/.” As a teacher using this program, you will be asked to present your lessons in a different way. You will be asked to begin with the sound. At the beginning of the lesson you will tell the class: “Today’s sound is /m/.” You will lead the class in some engaging oral language exercises that will

allow students to say and hear the sound /m/. Once students are familiar with the sound, you will show them how to draw a “picture of the sound.” You will write the letter ‘m’ on the board and explain that this is how we make a picture of the /m/ sound.

- CKLA focuses consistently on the phoneme, or single sound, and not on larger units; students learn to read words that contain onsets, rimes, and consonant clusters, but they learn to view and process these larger units as combinations of smaller phoneme-level units. Rimes like *-ick* and initial clusters like *st-* are not taught as units but as combinations.
- CKLA uses a synthetic phonics approach that teaches students to read by blending through the whole word; it does not teach multiple cueing strategies, use of pictures as a primary resource in decoding, or part-word guessing.
- CKLA begins by teaching the most common or least ambiguous spelling for a sound (the basic code spelling); later it teaches spelling alternatives for sounds that can be spelled several different ways. Thus, the system is kept simple at first and complexity is added bit by bit as students gain confidence and automatize their reading and writing skills.
- CKLA includes words, phrases, and stories for students to read and worksheets for them to complete that allow for focused, distributed practice working with the letter-sound correspondences students have been taught.
- CKLA does not require students to read words that go beyond the letter-sound correspondences they have been taught. In other words, all words students are asked to read as part of the program are decodable, either because they are composed entirely of letter-sound correspondences students have been taught or because they are Tricky Words that have been taught. This means students have a chance to begin reading words and stories that are completely decodable before tackling words and stories that are full of spelling alternatives.
- CKLA does not require students to write words that go beyond the letter-sound correspondences they have been taught. In other words, students are only asked to write words that can be spelled (at least plausibly if not always correctly) using the code knowledge they have been taught.
- CKLA avoids Tricky Words and exception words in the first part of Kindergarten, preferring to have students learn to read and write with regular words that can be blended and spelled in accordance with the letter-sound correspondences taught.
- CKLA avoids letter names in the early lessons of Kindergarten, because what is important for reading is not the letter name but the sound value the letter stands for. To read the word *cat*, it is essential to know /k/ /a/ /t/, not “see aay tee.”
- CKLA teaches lowercase letters first and introduces the uppercase letters later.

The Basic and Advanced Code

The Core Knowledge Language Arts program teaches the highly complex letter-sound correspondences of the English language in an explicit and systematic manner in Kindergarten–Grade 2. Students are taught how the 26 letters (or graphemes) of the alphabet are used in various combinations to represent 44 sounds (or phonemes). There are approximately 150 different spellings for these sounds.

Students are first taught the Basic Code for each of the 44 phonemes. The Basic Code spelling for a sound is usually the most common, or the least ambiguous, spelling for a sound. By learning these letter-sound correspondences first, students experience a high degree of predictability, and therefore success, in decoding words with these spellings.

Basic Code spellings may be single letters, such as these spellings and sounds: ‘a’ > /a/, ‘e’ > /e/, ‘b’ > /b/, ‘m’ > /m/. Basic Code spellings may also include digraphs or two letters to represent a sound, such as ‘ee’ > /ee/, ‘oy’ > /oi/, ‘ou’ > /ow/, ‘sh’ > /sh/, ‘th’ > /th/. Other Basic Code spellings include separated digraphs, such as ‘a_e’ > /ae/, ‘o-e’ > /o_e/. The chart in the next section lists the Basic Code as taught in CKLA.

In a Basic Code Lesson, students first learn to listen for and isolate a single sound and are then taught the spelling for that sound. Typically in this type of lesson, the teacher introduces the sound and conducts various oral language activities with the students to be certain that they can identify the sound orally. The teacher then presents the spelling for that sound and models writing the spelling, as well as sounding out simple one-syllable words that use the spelling. Additional reading and writing practice opportunities for students then follow.

The Advanced Code consists of all other spelling alternatives (over 100) that may be used to spell the 44 phonemes in English. Examples of alternative spellings include ‘mm’ > /m/, ‘ss’ > /s/, ‘c’ > /s/, ‘g’ > /j/, ‘ay’ > /ae/, and ‘ey’ > /ee/. Some of these spelling alternatives occur relatively frequently in the English language, while others are quite rare.

As each spelling alternative is taught in CKLA, the frequency with which students may expect the spelling to occur is communicated in several ways. A “power bar” on cards used to teach the spellings indicates how frequent or infrequent a spelling is. A long power bar indicates the spelling occurs frequently, while a short bar designates a rarer spelling.

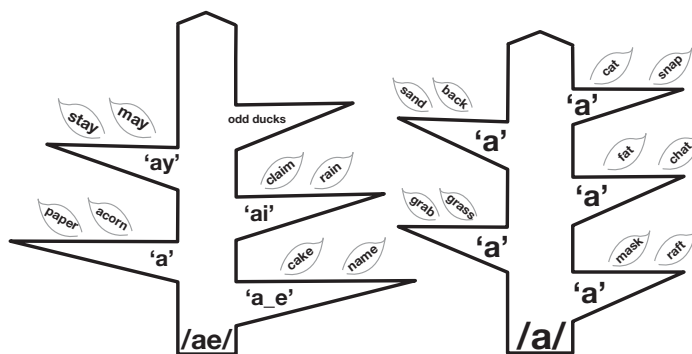
The long power bar on the card below indicates that the 'a' spelling is used frequently to spell /a/, the short vowel sound:



The short power bar on this card signals that the 'eigh' spelling is used infrequently to spell /ae/:

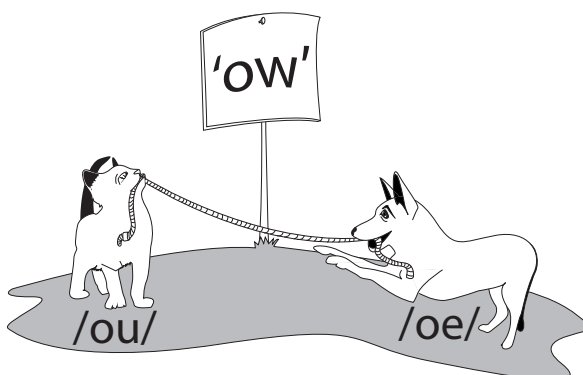


Students are introduced to and practice the Advanced Code in two types of lessons, Spelling Alternative Lessons and Tricky Spelling Lessons. Whereas, Skills instruction in Kindergarten focuses almost entirely on the Basic Code, much instructional time in Grades 1 and 2 is devoted to teaching Spelling Alternatives. In a Spelling Alternative Lesson, the teacher first reviews the Basic Code spelling that students have already learned for a particular sound. New words with different spellings for the same sound are then introduced. Students are then often asked to conduct word sorts as a way to reinforce the fact that the same sound may be spelled multiple ways. In Grades 1 and 2, teachers are also encouraged to display Spelling Trees in the classroom as yet another way to reinforce spelling alternatives. A given sound is listed on the tree trunk, with various branches standing for different spellings. Leaves with words exemplifying a spelling are placed on the appropriate branches.



The fact that there are so many spelling alternatives in the English language presents a challenge for students when they are asked to write (and spell) a word.

Tricky Spelling Lessons are used to explicitly call students' attention to a spelling that can be pronounced and read more than one way. For example, 'a' can be pronounced as /a/ (cat), /ae/ (paper), /o/ (father), or /ə/ (about). It may be helpful to think of a tricky spelling as an instance in which several sounds "vie" for the student to pronounce and read the spelling a different way:



Tricky spellings present a challenge when students are asked to read unfamiliar words since it is possible to sound out and pronounce a tricky spelling multiple ways.

In a **Tricky Spelling Lesson**, the teacher calls explicit attention to many examples of words in which the same spelling is pronounced different ways. Students are taught to try each pronunciation that they have learned for a spelling until they recognize a particular pronunciation as a familiar word that makes sense in the context. Some **tricky spellings** are taught in Grade 1, with many more taught in Grade 2.

Basic and Advanced Code: Consonants

Phoneme	Basic Code Spelling	Advanced Code Spellings	Example Words
/b/	'b'	'bb'	bat, ebb
/ch/	'ch'	'tch', 't'	chop, watch, future
/d/	'd'	'dd', 'ed'	mad, rudder, played
/f/	'f'	'ff', 'ph', 'gh'	fox, stuff, phone, rough
/g/	'g'	'gg', 'gu', 'gh', 'gue'	get, egg, guess, ghost, vague
/h/	'h'	'wh'	hat, who
/j/	'j'	'g', 'dge', 'dg', 'ge', 'd'	jump, giant, judge, judging, barge, education
/k/	'c', 'k'	'ck', 'cc', 'ch'	cat, kit, rock, raccoon, school
/l/	'l'	'll'	lip, bell
/m/	'm'	'mm', 'mn', 'mb'	mat, hammer, hymn, lamb
/n/	'n'	'nn', 'kn', 'gn'	net, runner, knot, gnat
/ng/	'ng'	'n'	thing, think
/p/	'p'	'pp'	pit, pepper
/qu/	'qu'		quit
/r/	'r'	'rr', 'wr', 'rh'	red, squirrel, wrong, rhombus
/s/	's'	'ss', 'c', 'sc', 'st', 'ce', 'se'	sit, dress, city, science, whistle, prince, rinse
/sh/	'sh'	'ss', 's', 'ch', 'ssi', 'si', 'ti', 'ci'	ship, assure, sure, chef, session, tension, Martian, Grecian
/t/	't'	'tt', 'ed', 'bt'	top, mitt, walked, doubt
/th/	'th'		thin
/th/	'th'	'the'	them, bathe
/v/	'v'	've'	vet, valve
/w/	'w'	'wh'	wet, when
/x/	'x'		tax
/y/	'y'		yes
/z/	'z'	'zz'	zip, buzz
/zh/	(none)	'ge', 'j', 's'	garage, Jacques, treasure

Basic and Advanced Code: Vowels

Phoneme	Basic Code Spelling	Advanced Code Spellings	Example Words
/a/	'a'		cat
/ae/	'a_e'	'a', 'ai', 'ay', 'ei', 'ey', 'eigh', 'ea', 'aigh'	date, baby, rain, tray, vein, prey, eight , steak, straight
/ar/	'ar'		arm
/aw/	'aw'	'al', 'au', 'ough', 'augh'	wall, paw, pause, ought , naughty
/e/	'e'	'ea', 'ai', 'ay', 'a', 'ie'	bed, head, said , says, many, friend
/ee/	'ee'	'e', 'ea', 'y', 'e_e', 'ey', 'ie', 'i', 'ei'	bee, me, meat, bunny, scene, key , chief, variation, receive
/er/	'er'	'ir', 'ur', 'or', 'ar', 'ear', 'urr', 'our'	her, fir , fur, work, dollar, earth , hurry, courage
/i/	'i'	'y', 'ui', 'i_e'	sit, gym, build, give
/ie/	'i_e'	'i', 'igh', 'ie', 'y', 'y_e', 'ye', 'uy'	fine, find, high , pie, my, style, bye , guy
/o/	'o'	'a'	hot, water
/oe/	'o_e'	'o', 'oe', 'ow', 'oa'	rope, no, toe, snow, boat
/oi/	'oi'	'oy'	oil , boy
/oo/	'oo'	'o_e', 'u', 'u_e', 'ue', 'ew', 'o', 'ou', 'ui', 'eu', 'oe'	soon, approve, super, tune, blue, new , do, soup, fruit, neutral, shoe
/oo/	'oo'	'u', 'oul'	wood, put, could
/ou/	'ou'	'ow', 'ough'	out , now, bough
/or/	'or'	'ore', 'our', 'oor', 'oar', 'ar'	for, bore, four, door, soar, award
/u/	'u'	'o', 'ou', 'o_e', 'a', 'e'	but, among, touch, come, above, the
/ue/	'u_e'	'u', 'ue', 'ew'	cute, pupil, hue, few

The Tricky Word Lesson

A final lesson type is the Tricky Word Lesson. The term Tricky Word is used in this program to refer to a word that does not “play by the rules” of spelling and/or pronunciation. Examples of Tricky Words include *one*, *said*, *of*, *were*, and *have*.

You can describe the trickiness of a Tricky Word like *said* in two ways. If you think about it from a spelling point of view, you might say that the word *said* is tricky because the sound /e/ is not spelled with an ‘e’, as you might expect it would be. On the other hand, if you think about it from a reading point of view, you might say the word is tricky because the letters ‘ai’ are not pronounced /ae/, as you might expect they would be. Either way you look at it, *said* is a Tricky Word.

But notice that the word is not completely irregular, either. The first letter and the last letter are pronounced exactly as you would expect. It is only the second and third letters, representing the vowel sound, that are not sounded as you would expect. Or, if you prefer to look at things from the speller’s

perspective, you might say the first and last sound are spelled just as you would expect; it is only the middle sound—the vowel sound—that is spelled irregularly. This is the case with many Tricky Words: most of them have a regular part (or parts) and then a tricky part. More often than not, you will find the tricky part involves the vowel sound and its spelling.

When you are asked to teach a Tricky Word, the guidelines in the Teacher Guide will generally prompt you to begin by reminding students that not all words play by the rules and words that do not play by the rules are called Tricky Words. Next, the Teacher Guide will generally suggest you write the Tricky Word on the board. You may wish to ask a student to read the word as he or she thinks it might be sounded, i.e., to blend according to the normal procedures. Alternatively, you can read the Tricky Word that way yourself. Then you can point out how the word is actually pronounced. Once you have established the actual pronunciation, you can point out and/or discuss what is regular and what is irregular about the word. Most Tricky Words have at least some parts pronounced exactly the way you would expect. For example, as noted above, the first and last letter in *said* are pronounced just as one would expect. After discussing the regular parts, you should then draw attention to the tricky part (or parts) of the word, pointing out letters not pronounced as one might expect they would be, e.g., the ‘ai’ in *said*. This is the part of the word that students just have to remember.

By drawing attention to the regular as well as the irregular parts of the word, you teach students that Tricky Words are only partial exceptions to the normal rules of reading and writing. (They are not so much irregular as they are a little less regular than most words.) There are some parts of the word spelled just as you would expect and also pronounced just as you would expect. Then there are some others that are not. There is a subtle but important difference between teaching Tricky Words this way and teaching them as single entities that have to be memorized as wholes, as if every part of the word were unpredictable.

The Tricky Word Lesson is taught frequently in the last half of Kindergarten, but not in the first several units. We want students to begin working with the regular parts of the writing system first before they get to the exceptions. We want them to learn to blend and spell and become proficient at these skills before we tell them “sometimes blending doesn’t work,” and “some words aren’t spelled quite the way you would think.” A number of high-frequency Tricky Words like *the*, *of*, *one*, and *from* are taught in the second half of Kindergarten.

Note that some Tricky Words are actually part of spelling patterns. For example, the words *he*, *she*, *we*, *be*, and *me* are taught as Tricky Words early on because it is hard to write stories without them. However, once the ‘e’ spelling alternative for /ee/ is taught, these Tricky Words can be seen as part of a larger pattern that includes words like *replay* and *prefix*. Other Tricky Words, like *one* and *of*, remain tricky even when most of the spelling alternatives have been taught.

It is important to note that Tricky Words are not the same as sight words. The distinction is discussed in the next few sections.

Sight Words and Tricky Words

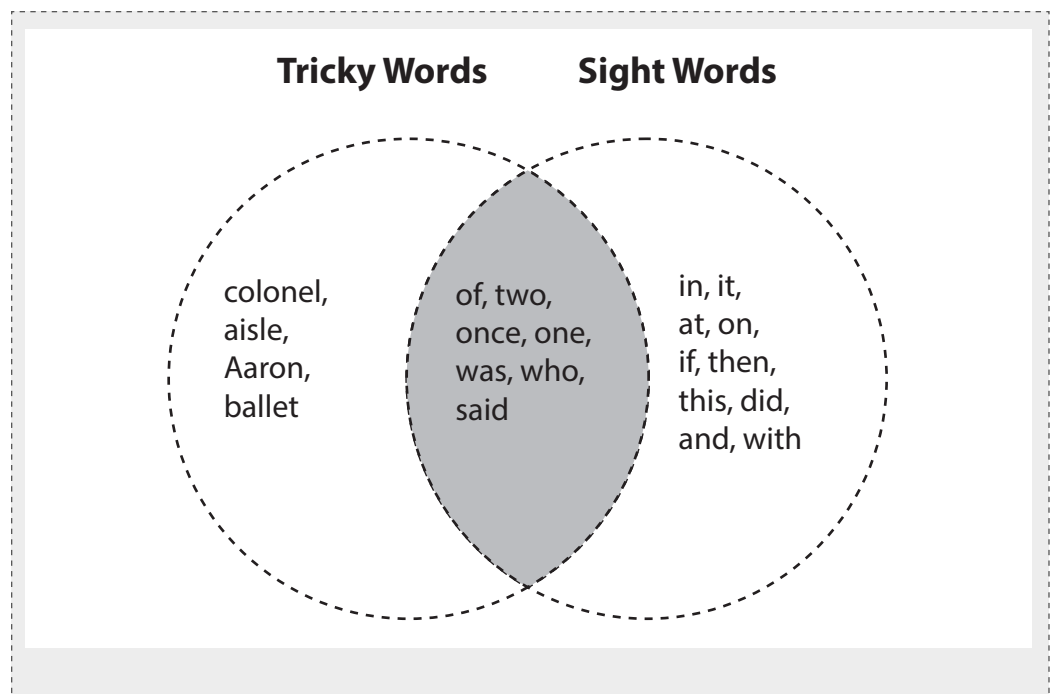
One of the most common terms in the world of reading instruction is *sight word*. Unfortunately, this is also a rather ambiguous and potentially confusing term. Educators use the term *sight word* in two different senses. For some people, sight words are high-frequency words that students need to encounter frequently and learn to decode rapidly and effortlessly. Other people use the term *sight word* in a more restrictive sense, to refer to words that cannot be sounded out using letter-sound correspondences and may need to be taught as exceptions.

In CKLA, we distinguish between Tricky Words and sight words. We define these terms as follows:

A *Tricky Word*, as noted in the previous section, is a word that does not play by the rules. It is a word containing at least one part that cannot be read correctly via blending or cannot be spelled correctly using the code knowledge taught so far.

A *sight word* is a high-frequency word that we want students to see many, many times and learn to read quickly.

The main difference here is that a Tricky Word always contains some irregular element, whereas a sight word might or might not. The Venn diagram below shows the relationship between these two categories, as understood within this program.



The words in the left circle are Tricky Words: each one contains at least one set of letters that is not pronounced the way you would expect. Or, if you prefer to look at matters from a spelling point of view, you could say each contains at least one sound that is not written as you would expect it to be.

The words in the right circle are sight words: they are all high-frequency words that students should see frequently and eventually learn to recognize rapidly.

The shaded area in the middle shows that there is considerable overlap between the two categories (which is probably why the two senses of sight words are regularly confused). Some words qualify as sight words because they are used a lot and also as Tricky Words because they are not pronounced (or written) as you would expect. These are words that are both irregular (and therefore hard to read and write, at least at first) and also very common (and therefore important for student success). They are candidates for special instruction, and many of them are given special instruction in this program. (See “Tricky Words” previously.)

The area on the far left shows words that are tricky in the sense that they depart from the most common spelling patterns. But these words do not qualify as sight words on most lists because they are not especially common. Words of this sort are sprinkled throughout the language but do not receive much attention in CKLA because they are only used occasionally. Students can learn them as the need arises in upper grades.

The area on the far right shows words that qualify as sight words because they are very common and should be rapidly recognized but do not qualify as Tricky Words because they are completely regular. All of them are pronounced and spelled exactly as you would expect. They can be sounded out and set down on paper using basic letter-sound correspondences taught in Kindergarten. Students need to see these words—and they will see most of them frequently in CKLA materials—but you probably do not need to give these words special attention and you certainly should not ask students to memorize them as wholes. Students can simply read them by sounding them out. After sounding them out several times, they will begin to recognize them more rapidly. In other words, no special teaching is required for these regular high-frequency words. All that is required is multiple exposures, and students are likely to get multiple exposures since the words are so common.

Sight Words

The CKLA guidelines for teaching Tricky Words are outlined in the section above. As noted above, we use the term *sight word* in this program to refer to high-frequency words that we want students to see many, many times and learn to recognize rapidly.

CKLA does place the initial emphasis on reading regular words. But that does not mean high-frequency sight words are not being learned. In fact, as noted above, many sight words are completely regular and become decodable as students learn letter-sound correspondences. This means that CKLA is a very effective program for teaching sight words.

To illustrate this, consider one of the most widely used lists of sight words, Dr. Edward Fry’s “Instant Word” list. Fry’s list is divided into groups of 100. For purposes of illustration, we will focus on the first three lists of 100 words, 300 words in all. These are words that Fry recommends be mastered in the first

several grades of school. We found more than half of the Fry Instant Words become fully decodable in Kindergarten, meaning they are either regular and can be sounded out using the letter-sound correspondences taught.

If you have a simple numerical requirement to meet—e.g., you are required to teach 20 sight words—you should be able to meet this requirement without any significant modification of the materials.

Again, the idea is to give students plenty of opportunities to work with the regular part of the language before teaching them the exceptions. Once students are successfully blending regular words and have met a few of the most important Tricky Words, you can introduce additional sight words, even if they are not completely decodable. Simply treat the sight word as a Tricky Word and explain which parts are pronounced and spelled as one would expect (based on current code knowledge) and which parts are tricky.

Customizing and Adapting the Program

This is a highly structured and sequenced program. We are unapologetic about that, as we believe the structure and sequence will be very helpful to students as they work to learn the English spelling code. However, this is not a scripted program in which teachers are required to read the manual and give one of a handful of approved responses. We expect—indeed, we hope—teachers will tweak the phrasing and come up with ways to customize, personalize, and adapt the instruction.

Our goal has been to put things in a logical order and provide all of the guidance and support necessary for a new teacher, or a teacher new to this kind of phonics instruction.

At the same time we believe there is room for experienced and creative teachers to customize and adapt the program. Indeed, some of the exercises included in this version of the program were developed by teachers in our pilot programs!

Sometimes in the lessons we give exact phrasing that we suggest you use; more often, however, we give indirect phrasing and/or encourage you to explain something using your own words. You should feel free to make changes to the phrasing. For example, you may prefer to speak of “a picture of a sound” or a “spelling.” Later in the year, you may want to teach the term “digraph,” or you may prefer to refer to the letters in a digraph as a “letter team” or as “buddy letters.” There are many ways to customize the program and the language while preserving the basic instructional principles and sequence of instruction.

For presentation of words, you may write on a chalkboard, a white board, chart paper, an overhead projector, a document camera, or the projection system of your choice. A projection system works especially well for worksheets, since it allows the teacher to model the task exactly as the student will be completing it. For the chaining exercises, you may use a pocket chart, a magnetic board with magnetic letters, an overhead projector with letters cut from a

transparency, or a Smartboard. Many modifications of this sort can be made without adversely impacting the quality of the instruction.

You should also always feel free to add additional activities and worksheets that are consistent with the CKLA philosophy of instruction. You should always feel free to respond to the teachable moment, even if it leads you slightly off the path laid out in the Teacher Guide.

There are only a handful of things you should not do:

You should not skip a lesson in which new code knowledge is taught. If you are not able to teach Lesson 12 on Monday, teach it on Tuesday. If you are not able to teach it on Tuesday, teach it on Wednesday. Do not try to “catch up” by skipping ahead to Lesson 14. If you do, students will be lacking important code knowledge, untaught spellings will begin to appear in their word lists and on their worksheets, and the lessons will start to make less sense to them.

For the same reasons, you should not reorder the lessons. The program relies heavily on sequencing, and instruction will be confused and less effective if the lessons are reordered.

Small Group Work

Large parts of this program have been written for whole group instruction, but the program can be customized to allow for small group instruction of various kinds. Since all students need to learn that /t/ is spelled ‘t’, it is instructionally efficient to teach the Basic Code Lessons and other lessons that introduce the letter-sound correspondences to the whole class. However, since some students will learn the new information right away while others will need more practice, you may wish to do small-group work to follow up the initial introduction of code knowledge. We have seen CKLA taught very effectively in small groups and in workstations students visit on rotation.

Adjusting the Speed of Instruction

This sequence will work for most children. However, all children are different, and all classrooms are different. Some classrooms may need more time to master particular concepts than others. The program has been designed so the pace of instruction can be adjusted as needed.

The most important thing for you to know is that you can pause at any point in the program. If students are not learning the material, simply stop where you are and do additional work to remediate or reteach as needed. Many lessons contain some materials you can use if you pause. For example, in each lesson where new spellings are taught, there will be a list of high-frequency decodable words that feature the new spelling. There are additional chains that may be used with any of the chaining exercises.

In addition, at the end of each unit there is a “Pausing Point.” If the end-of-unit assessment or your observations suggest some members of the class need additional time to master the concepts taught in the unit, this is an especially good place to stop and provide additional practice and review. The Teacher

Guides include additional work at each Pausing Point. They will typically provide enough for at least four or five days of additional work. The materials provided in the Pausing Point can be used in various ways. Sometimes you may wish to have all students do the same activity or worksheet. Other times you may wish to work individually or in small groups with students who are struggling with a particular concept.

To slow down instruction, you can pause either in the middle of a unit or at a Pausing Point. We do not recommend that you attempt to speed up the sequence of instruction. The program lays out an ambitious program of instruction.

Grouping and Pull-Out Instruction

The CKLA Grade 2 program of instruction should work well for a wide range of students. You should begin with the assumption that the CKLA Grade 2 program is an appropriate option for all students in the class.

Inevitably, however, there will be differences in learning. Students learn at different rates. Some students will pick up the material quickly, others will have more difficulty. There are many strategies for dealing with this. In general, we encourage you to try to keep most of the class together as long as it makes sense to do so. It is much easier to teach one set of students at roughly the same level than it is to teach two or three groups at very different levels.

If you find some students are lagging, you may still be able to keep the class together for the main lessons but find extra time two to four times a week to work with those students who seem to need extra practice. The various chaining activities are especially good to do in these remedial groups.

If this is not sufficient, you may eventually need to regroup so some students are removed from the main group and given remedial/pull-out instruction.

Assessment in the Skills Strand

Assessment in this program is intended to be frequent and ongoing, with an eye toward identifying problems early. The goal of many of the exercises in the program is to make student achievement visible or audible. When a student completes a worksheet, he is leaving visible marks, allowing you to assess his writing skills. When a student reads out loud, she is producing audible signals, allowing you to make similar judgments about reading skills.

This program is based on the assumption that reading and writing are learned skills, or rather complex clusters of learned skills, many of which build on each other. If the child has not learned what is being taught, that is a problem. The child needs to be identified and given prompt attention. You should not imagine that natural development will solve the problem at some later point. You should try to fix the problem yourself as soon as you become aware of it.

In order to facilitate the early identification of students who are struggling while also keeping track of other students, you may wish to use the Tens system of assessment.

The Tens system of assessment is not mandatory. It is possible to teach the program very effectively using different systems of assessment and record-keeping. As long as you are availing yourself of the many opportunities for assessment that the Skills Strand presents and recording information on students, it does not matter if you use the Tens system.

The following is an explanation of the Tens system of assessment. All raw scores are converted to numbers between 1 and 10. This is a scale that we all know. A 10 indicates excellent performance, a 1 indicates very poor performance, and a 0 indicates no performance.

Tens scores are recorded on a simple grid, called a Tens Recording Chart, where the students' names are listed in the horizontal rows and the various exercises are listed in the vertical columns. (A blank Tens Recording Chart is provided in Unit 1, and can be copied as needed.) Once a number of Tens scores have been recorded, it is very easy to get a sense of who is doing well because all of the scores are comparable. By simply running your eye along the row where a particular student's scores are recorded, you can form a reliable estimate as to how the student is doing. If Susie's scores are 8, 9, 10, 7, 9, 10, you can feel confident she is learning the material. If Bobby's scores are 2, 3, 5, 1, 3, 2, you can be sure he is struggling.

In the Teacher Guide we typically mark only a few exercises with a Tens icon (10). However, some teachers like to treat all written work as material for ongoing assessment, and some also assign scores for oral performance. Do what works best for you.

There are two kinds of Tens scores: observational Tens scores and data-driven Tens scores. A data-driven Tens score is based on the number of correct answers on an exercise or worksheet. To record this kind of Tens score, use the Tens Conversion Chart to convert a raw score into a Tens score.

Simply find the number of correct answers the student produced along the top of the chart and the number of total questions on the worksheet or exercise along the left side. Find the cell where the column and the row converge; this indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 30, into a Tens score.

Observational Tens scores are based on your observations during class. They are, necessarily, a bit less objective than the data-driven Tens scores. However, they are still valuable. We suggest you use the following basic rubric for recording observational Tens scores.

9–10	Student appears to have excellent understanding
7–8	Student appears to have good understanding
5–6	Student appears to have basic understanding
3–4	Student appears to be having problems understanding
1–2	Student appears to be having serious problems understanding
0	Student appears to have no understanding/does not participate

If you do not observe a student, or if you were not able to make a determination of the student’s performance, simply leave the cell blank. Do not write a zero in the cell, as a zero indicates a very poor performance.

If a student appears to be doing poorly, your first recourse should be to focus more attention on him or her, either during the regular period of instruction or during a small group or individual session with the student, in addition to the regular period of instruction. Often this will be enough to get the student back on track. If a student continues to post low Tens scores for a prolonged period of time, despite additional instruction, that student may need a pull-out group.

Assessment and Remediation Guide

A separate publication, the *Assessment and Remediation Guide*, provides teachers with further guidance in assessing, analyzing, and remediating specific skills. Teachers should refer to this guide for additional resources, mini-lessons, and activities to assist students who experience difficulty with any of the skills presented in this unit.

Appendix B: Grade 1 Scope and Sequence

This Scope and Sequence is provided for you as an overview so you understand the depth of material covered in Grade 1, which should have prepared students for Grade 2 instruction.

Unit 1

- comprehensive assessment of reading skills
- review of reading and writing CVC, CCVC, CVCC, CCVCC words
- the Tricky Words *a, I, no, so, of, is, all, some, from, word, are, have, were, one, once, do, who, two, the, said, says, was, when, where, why, what, which, here, there*
- oral blending and segmenting of sounds
- chaining exercises
- dictation identification
- reading decodable stories
- answering questions about stories in written form

Unit 2

- Basic code spellings for the long vowel sounds (/ee/ spelled 'ee', /ae/ spelled 'a_e', /oe/ spelled 'o_e', /ie/ spelled 'i_e', and /ue/ spelled 'u_e')
- the Tricky Words *he, she, we, be, me, they, their, my, by, no, so, some, you, your*
- reading decodable stories
- answering questions about stories in written form
- chaining exercises
- dictation identification

Unit 3

- Basic code spellings for the vowel sounds /oo/, /oo/, /ou/, /oi/, and /aw/
- read two-syllable words
- the Tricky Words *should, would, because, could, down*
- reading decodable stories
- answering questions about stories in written form
- weekly spelling words and assessment
- the writing process: fictional narratives

Unit 4

- Basic code spellings for the r-controlled vowel sounds (/er/, /ar/, /or/)
- past tense endings
- read two-syllable words
- chaining exercises
- dictation identification
- reading decodable stories
- answering questions about stories in written form
- the Tricky Words *today, yesterday, tomorrow*
- weekly spelling words and assessment
- the writing process: descriptive writing

Unit 5

- Common spelling alternatives for consonant sounds, e.g., 'tch' for /ch/, 'g' for /j/, 'wr' for /r/
- weekly spelling words and assessment
- reading decodable stories
- answering questions about stories in written form
- chaining exercises
- dictation identification
- word sorts
- the Tricky Words *how, picture, coach*
- the writing process: opinion piece

Unit 6

- Common spelling alternatives for consonant sounds, e.g., 'c' for /s/, 'kn' for /n/, 'wh' for /wh/
- weekly spelling words and assessment
- dictation with phrases
- chaining exercises
- word sort for tricky spellings
- reading decodable stories
- answering questions about stories in written form
- the writing process: instructional writing

Unit 7

- Spelling alternatives for long vowel sounds, e.g., 'ai' and 'ay' for /ae/, 'o' and 'oe' for /oe/
- chaining exercises
- weekly spelling words and assessment
- word sorts
- read three-syllable words
- reading decodable stories
- answering questions about stories in written form
- the writing process: personal narratives

Appendix C: Program Components

Components

The components for the Skills Strand for Grade 2 are as follows:

Teacher Guides

The Teacher Guides outline the lessons. There is one Teacher Guide for each unit.

Workbooks

The Workbooks contain worksheets for students to complete as part of the lessons. There is one Workbook for each unit. When it is possible to include 100% decodable instructions, they are printed on the top of the worksheet. When it is not possible to do this, family member/teacher instructions are printed vertically along the left side. Each student should have a Workbook.

Readers

The Readers contain 100% decodable texts for students to read in Units 1–6. There is a Reader for each of the units listed. Ideally, each student should have his or her own Reader. The Workbooks include take-home copies for further practice.

Media Disks

The Media Disks allow you to present a Skills story as a demonstration story, using a computer and a projector or a Smartboard. Using projection allows for much larger images and print size, but it requires some equipment. If you wish to use the Media Disk, you will need a computer with either 19 inches on the diagonal or larger monitor, a projector system, or a Smartboard. You can use either the Big Book or the Media Disk to present a demonstration story. All of the Readers will be available on the Media Disks.

Consonant and Vowel Code Flip Books and Spelling Cards

Students who participated in CKLA in Kindergarten are very familiar with the introduction and review of letter-sound correspondences. In Grade 2, the code information is presented to students as two instructional tools: (1) Code Flip Books, one for consonants and one for vowels, used for group instruction and classroom display, and (2) Individual Code Charts for each student.

The Code Flip Books show (in gray print) the spellings for all sounds taught. As you review the sounds in this unit you will be asked to place the Spelling Card on the appropriate Code Flip Book page.

Each Spelling Card is printed front and back. One side of the card shows the sound.

The other side of the card shows three things:

The top of this side of the card shows the spelling. The bottom shows a sample word containing the spelling. In the middle is something called a power bar. The power bar gives an indication of how common this spelling is for the sound it represents. A long power bar that stretches almost across the card means that this is the main spelling for the sound and there are very few words that have this sound spelled any other way. A very short power bar means that the spelling is less common and occurs in fewer English words. All of the cards are placed in order of frequency of occurrence.

Also note that vowel sounds will always be written in green on the Spelling Cards because when saying a vowel sound, the mouth is wide open, letting the air “go.”

Individual Code Chart

The Individual Code Chart reproduces the same code information included in the Vowel Flip Book in a more concise manner. There is one Individual Code Chart for each student.

Assessment and Remediation Guide

This resource guide consists of both assessment and remediation materials that go beyond the Pausing Point materials typically included at the end of each unit. The URL for the *Assessment and Remediation Guide* is given in the introduction of each unit. Selected materials may be printed and used for reteaching and/or additional practice for students who are experiencing difficulty.

Lesson Structure

The lessons in the program are laid out in the Teacher Guides.

Each lesson begins with an Objectives header. This specifies the sounds, spellings, Tricky Words, and/or concepts students are expected to learn during the lesson. The focus here is generally on new letter-sound correspondences and new Tricky Words.

The At a Glance chart gives an overview of the lesson. This chart lists the name of each exercise in the lesson along with the materials needed to teach that exercise and the time allotted to each exercise.

The remainder of the lesson plan is devoted to a detailed description of the procedures for each of the exercises listed in the At a Glance chart.

Those exercises that represent good opportunities for assessment are marked with a Tens icon. For more on the Tens system of assessment, see the next section.

Tens Scores

In order to identify struggling students and keep track of student progress, we recommend you use the Tens system of assessment.

With the Tens system of assessment, raw scores are converted to numbers between 0 and 10 using the Tens Conversion Chart (printed in the next section). To use the chart to determine a student's Tens score, first locate the number of answers the student answered correctly (along the top of the chart) and then locate the number of "assessment items" (along the left side of the chart). Next, find the square where the column with the correct number of answers and the row with the number of items meet. This square contains the student's Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score.

You may wish to record the students' Tens scores on the Tens Recording Chart (printed on the page after the Tens Conversion Chart). To do this, list the students' names in the first row and the various exercises in each column. Record a student's Tens score for a particular exercise in the square where the column with the student's name and the row with the exercise meet.

Once you have recorded a number of Tens scores, it will be very easy to get an overview of student progress because all of the scores are comparable.

We hope you will calculate Tens scores for students each time you encounter an exercise marked with a Tens icon. Note that many exercises not marked with a Tens icon are also suitable for calculating Tens scores.

If a student appears to be doing poorly, your first course of action should be to provide the student with more support, either during the regular period of instruction or during a small group session. Often this will be enough to get the student back on track. If a student continues to post low Tens scores for a longer period of time, despite additional instruction, please refer to the *Assessment and Remediation Guide*.

To Learn More

To learn more about the program, visit the website:

www.coreknowledge.org/reading

To learn more about sounds, spellings, and the general approach to reading instruction used here, we highly recommend that you read and study Diane McGuinness, *Why Our Children Can't Read*.

Teacher Resources

Assessments

There are many opportunities for informal assessment throughout each Skills unit. You may choose to assign a given workbook page for individual, independent completion to use as an assessment. It may be useful to use the Tens Conversion Chart and the Tens Recording Chart to collect and analyze all assessment data.

Tens Conversion Chart

Number Correct

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
1	0	10																			
2	0	5	10																		
3	0	3	7	10																	
4	0	3	5	8	10																
5	0	2	4	6	8	10															
6	0	2	3	5	7	8	10														
7	0	1	3	4	6	7	9	10													
8	0	1	3	4	5	6	8	9	10												
9	0	1	2	3	4	6	7	8	9	10											
10	0	1	2	3	4	5	6	7	8	9	10										
11	0	1	2	3	4	5	5	6	7	8	9	10									
12	0	1	2	3	3	4	5	6	7	8	8	9	10								
13	0	1	2	2	3	4	5	5	6	7	8	8	9	10							
14	0	1	1	2	3	4	4	5	6	6	7	8	9	9	10						
15	0	1	1	2	3	3	4	5	5	6	7	7	8	9	9	10					
16	0	1	1	2	3	3	4	4	5	6	6	7	8	8	9	9	10				
17	0	1	1	2	2	3	4	4	5	6	6	7	7	8	8	9	9	10			
18	0	1	1	2	2	3	3	4	4	5	6	6	7	7	8	8	9	9	10		
19	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	
20	0	1	1	2	2	3	3	4	4	5	5	6	6	7	7	8	8	9	9	10	10

Simply find the number of correct answers along the top of the chart and the total number of questions on the worksheet or activity along the left side. Then find the cell where the column and the row converge. This indicates the Tens score. By using the Tens Conversion Chart, you can easily convert any raw score, from 0 to 20, into a Tens score. You may choose to use the Tens Recording Chart on the next page to provide an at-a-glance overview of student performance.

Anecdotal Reading Record

Week of:

Name:	Name:
Name:	Name:
Name:	Name:
Name:	Name:
Name:	Name:
Name:	Name:
Name:	Name:

Name _____

1.2

Kate Visits Nan

1. What is the story about?
 - A. The story is about Kate visiting Mom and Dad.
 - B. The story is about Kate visiting her granddad.
 - C. The story is about Kate visiting Nan.
2. Where does Nan live?
 - A. Nan lives in the glade.
 - B. Nan lives out in the West.
 - C. Nan lives by the pond.
3. What did Jake offer?
 - A. Jake offered a plane ride.
 - B. Jake offered a bike ride.
 - C. Jake offered a camping trip.
4. What will Kate do on the trip?
 - A. Kate will swing, slide, and run.
 - B. Kate will hike, cook outside, and sleep in a tent.
 - C. Kate will fly a kite.

Unit 1 3

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Name _____

2.2

The Campsite

1. Who drove the jeep to the campsite?
 - A. Nan drove the jeep to the campsite.
 - B. Kate drove the jeep to the campsite.
 - C. Jake drove the jeep to the campsite.
2. Why was the place called the Badlands?
 - A. Bad people lived there.
 - B. Bad land is not good for crops.
 - C. Bad land is bad for camping.
3. Who set up the tent?
 - A. Jake and Nan set up the tent.
 - B. Kate and Nan set up the tent.
 - C. Max and Kate set up the tent.
4. Why did Kate's hot dog get black?
 - A. Kate left her hot dog in the fire too long.
 - B. Kate dropped her hot dog in the black mud.
 - C. Kate's hot dog fell in the ashes.
5. In the end, what did Kate think of Max?
 - A. Kate felt that Max was mad at her.
 - B. Kate felt that Max was sad.
 - C. Kate felt that Max was O. K.!

Unit 1 9

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Name _____

3.2

The Hike

1. What did Kate and Max want to look for?
 - A. Kate and Max wanted to look for lunch.
 - B. Kate and Max wanted to look for forks.
 - C. Kate and Max wanted to look for rocks.
2. What did Kate and Max use to dig?
 - A. Kate and Max used lanterns to dig.
 - B. Kate and Max used forks to dig.
 - C. Kate and Max used sticks to dig.
3. What did Max see on the side of a cliff?
 - A. Max saw a tent on the side of the cliff.
 - B. Max saw a fork on the side of the cliff.
 - C. Max saw a rock on the side of a cliff.
4. What did Kate and Max do with their forks?
 - A. They made fork tracks in the sand.
 - B. They scratched and dug to get the rock.
 - C. They sat on their forks.
5. What did Kate and Max find?
 - A. Kate and Max got a bone three feet long.
 - B. Kate and Max got a stick three feet long.
 - C. Kate and Max got a fork three feet long.

Unit 1 13

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Name _____

4.2

The Bone Man

1. Where were Jake, Kate, and Max going in this story?
 - A. They were going to State College.
 - B. They were going swimming.
 - C. They were going to the store.
2. What did they take to Ron Fitch?
 - A. They took a rock.
 - B. They took a reptile.
 - C. They took a bone.
3. What did Ron Fitch think Kate and Max had?
 - A. Mister Fitch said he bet they had a big fork.
 - B. Mister Fitch said he bet they had some tests.
 - C. Mister Fitch said he bet they had a T. rex bone.
4. What was one of the three nice things Nan had to tell Kate?
 - A. Nan said that forks were on sale.
 - B. Nan said that Kate and Max did get a T. rex bone.
 - C. Nan said that Kate and Max could get a pet reptile.
5. Where will Kate and Max go because of what they found?
 - A. They will go visit a college.
 - B. They will go to the campsite.
 - C. They will go out to the cliff.

Unit 1 17

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Name _____

5.2

The Big Dig

- Why did Nan, Kate, and Max go to the cliff?
 - They went to the cliff to have lunch.
 - They went to the cliff to swim.
 - They went to see the bone man and his helpers.
- Why did the bone man take helpers to the cliff?
 - They all wanted to go camping.
 - They all went to cut the cliff into big blocks of rock.
 - They all wanted to have a picnic.
- What will the bone man do with the plaster?
 - He will wrap the blocks of rock in plaster.
 - He will make a crane out of plaster.
 - He will fill the jeep with plaster.
- When did the bone man say he would finish the T. rex job?
 - The bone man said, "I will finish today."
 - The bone man said, "I will finish in June."
 - The bone man said, "Next summer and perhaps the summer after that."
- What name did Kate have for the T. rex?
 - The name Kate gave the T. rex is Ron.
 - The name Kate gave the T. rex is T.Max.
 - The name Kate gave the T. rex is Jake.
- At the end of the story, did Max smile with pride?
 - Yes, Max did smile with pride.
 - No, Max did not smile with pride.

Unit 1 21

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Name _____

6.2

Snacks

- What was Bud's snack?
 - fish sticks
 - chips and milk
 - ham
- What was Sam's snack?
 - eggs
 - fish sticks
 - ham
- What was Beth's snack?
 - chips and milk
 - fish sticks and figs
 - a hot dog
- Which kid had chips?
 - Beth
 - Rob
 - Bud

Unit 1 25

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- Which kid had milk?
 - Sam
 - Beth
 - Jill
- Which kid had figs?
 - Beth
 - Jill
 - Rich
- Which kids had fish sticks?
 - Rich and Beth
 - Rob and Rich
 - Rob and Bud
- Which kid got sick?
 - Rich
 - Beth
 - Sam

26 Unit 1

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Name _____

6.3

pack bug shine corn time cake

back pack

pan cake

bed time

pop corn

lady bug

sun shine

Directions: Have students choose the correct word from the word box and write it in the blanks to make a compound word. Cut out the compound word box and glue it under the correct picture on the next workbook page.

Unit 1 27

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Name _____

6.4



backpack



pancake



ladybug



popcorn



bedtime



sunshine

Unit 1 29

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Name _____

7.2

Prince Vincent

1. What was Vincent?
 A. a prince
 B. a king
 C. a princess
2. Where was Vincent from?
A. Rome
B. Greece
 C. France
3. What sort of voice did Vincent have?
 A. a loud voice
 B. a soft voice
 C. a bee-like voice
4. Which part of Vincent did the bee sting?
A. his leg
B. his nose
 C. his cheek

Unit 1 33

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5. What sound did the bee make?
A. whoosh
B. hum
 C. buzz
6. What did Vincent tell the bee?
A. Sting me again!
B. Buzz off!
 C. Look at me!
7. Where did Vincent look for the bee?
 A. in houses and on farms
B. under a rock
C. in an insect shop
8. What happened in the end?
A. Vincent killed the bee.
B. The bee killed Vincent.
 C. Vincent never found the bee.

34 Unit 1

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Name _____

8.2

The Beach

1. Where did this story take place?
 A. at the beach
B. at the pool
C. at the lake
2. What sort of day was it?
 A. hot and sunny
B. cool and cloudy
C. windy and wet
3. Who ended up red as a lobster?
A. Eve
 B. David
C. The nice ladies
4. Who used sunscreen?
A. David
 B. Eve
C. Eve and David

Unit 1 43

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5. What did David use to make a scarf?
 - A. sand
 - B. sunscreen
 - C. seaweed
6. What did David's toes look like at the end of the day?
 - A. ten green frogs
 - B. ten red pigs
 - C. ten sandy logs
7. Which game did David play?
 - A. Frisbee
 - B. sand hockey
 - C. lawn darts
8. What made David's skin red?
 - A. the sun
 - B. the sand
 - C. the waves

Name _____

8.5



car

bird

sheep



slide

cake

spoon



house

sock

girl

Name _____

9.2

Sink or Float

1. When does the story take place?
 - A. winter
 - B. summer
 - C. fall
2. Which boy is older?
 - A. Joey
 - B. Pete
 - C. They are the same age.
3. Which game do the boys play?
 - A. Sink or Float
 - B. Splash Bomb
 - C. Water Polo
4. Which boy sets things on top of the water?
 - A. Joey
 - B. Pete
 - C. They take turns

5. Which boy guesses whether the things will sink or float?
 - A. Joey
 - B. Pete
 - C. They take turns
6. Which of the things listed below sinks?
 - A. apple
 - B. acorn
 - C. key
7. Who sets the airplane on the water?
 - A. Joey
 - B. Pete
 - C. the boys' mom
8. Who makes the wave that makes the airplane sink?
 - A. Joey
 - B. Pete
 - C. the boys' mom

Name _____

12.2

The Chicken Nugget

1.

Hank set his dish in the sink.

2.

The smell of chicken drifted up from the dish into the den.

3.

The cat bandit sat a bit, thinking up a plan.

4.

The cat bandit ran, hopping from box to box.

5.

Then—munch, munch, munch—that was the end of the chicken nugget.

Unit 1 69

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Name _____

12.3

Dear Family Member,

Have your child read the story to you and decide which Tricky Word should be used to fill in the blank. After the Tricky Words are all filled in, have your child read the story to you once more.



the a he she be

Mom had a hot dog. She left the hot dog on a shelf in the den. It would be safe sitting there. The cat bandit smelled the hot dog smell. Mmm! The cat bandit sat on the deck, wishing he had a snack. Then—munch, munch, munch—the cat bandit had himself a picnic lunch.

Unit 1 71

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Name _____

13.1

Directions: Have students complete the chart by adding the suffix—ing, and doubling the last consonant spelling if it is one syllable, has a short vowel sound, and ends in a single consonant.

rub	rubbing
dab	dabbing
chop	chopping
swim	swimming
chat	chatting
drift	drifting
hum	humming
run	running
win	winning
shop	shopping
sip	sipping
munch	munching
sit	sitting

Unit 1 73

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Name _____

13.2

The Chicken Nugget

- Hank set his dish in the _____.
 A. sink
 B. deck
 C. den
- On the dish was a _____.
 A. hot dog
 B. chicken nugget
 C. bun
- The cat bandit set a _____ next to the sink.
 A. box
 B. mat
 C. rug
- What was the cat bandit doing?

Accept reasonable answers.

Directions: Have students answer the multiple-choice questions by circling the correct answer. Answer question 4 using a complete sentence.

Unit 1 75

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Name _____

13.3

The Chicken Nugget

1	2

Directions: Have students look in the story "The Chicken Nugget" to find one- and two-syllable words to write in the chart. For the words below the line, have students rewrite each word adding the suffix -ing to each.

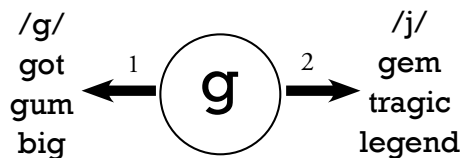
hop hopping
 munch munching
 run running
 think thinking
 nap napping

Unit 1 77

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Name _____

14.1



Directions: Have students circle the 'g' in each word. Next, have students read each sentence and write the word with the tricky spelling 'g' under the heading 'got' if the tricky spelling is pronounced /g/ or 'gem' if it is pronounced /j/.

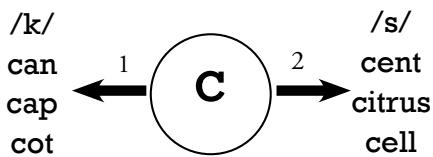
	/g/ got	/j/ gem
1. He did a magic trick.		magic
2. This fish has gills.	gills	
3. Dad is the best at golf.	golf	
4. The cat is in a cage.		cage
5. Brr! That pond was frigid!		frigid
6. A present is a gift.	gift	
7. Mom had a stick of gum.	gum	

Unit 1 81

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Name _____

15.2



Directions: Have students circle the 'c' in each word. Then, read each sentence and write the word with the tricky spelling 'c' under the heading 'can' if the tricky spelling is pronounced /k/ or 'cent' if it is pronounced /s/.

	/k/ can	/s/ cent
1. The king got the princess a kitten.		princess
2. We slept in a cabin.	cabin	
3. As the band was singing, she was dancing.		dancing
4. Mont swept up the dust and cobwebs.	cobwebs	
5. Fill up that cup.	cup	
6. He had six chances to stop.		chances
7. Liz spotted a skunk at camp.	camp	

Unit 1 85

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Name _____







16.3

Directions: For each picture, have students circle the letters that spell the name of the depicted item. Students should then write the name of the item on the line.

	wr w	i a	p t	wrap	
	kn k	i ee	s t	knit	
	wr qu	i a	l i	t d	quilt
	kn n	e o	t ck	knock	
	qu k	a o	ed ck	quack	
	wr r	i u	t s	t s	wrist

Unit 1 81

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	f v	e i	ch sh	fish	
	d b	w r	e a	ss z	dress
	ch th	i u	ck n	chick	
	p b	o u	s n	bus	
	f b	e i	ll d	bell	
	kn m	a o	d t	knot	

/j/	/v/
jumping	vast
magic	twelve
plunge	shelves
lunge	having
jacket	visit
jet	solve
legend	vet
hinge	elves

Directions: Have students read and circle the spelling in each word that stands for the sound printed above.

Tricky Words



how	down	do	why	where
from	of	was	what	

The cat bandit was resting on a quilt when he got a whiff of the ham. What was that smell? It was ham! Where was the ham? The cat bandit set off from the quilt. He went on sniffing until he spotted the ham. Why was the ham up on top? How could he get it down? What could he do? That was the problem.

Family Member Instructions: Have your child read the words in the box and then use them to fill in the blanks. After all the blanks have been completed, read the story.

/s/	/ch/
pockets	itch
tense	catchy
miss	batch
chance	rematch
sudden	stretching
cell	butcher
cent	pitcher
prince	stitch

Directions: Have students read and circle the spelling in each word that stands for the sound printed above.

Name _____

19.1

landed	quacked	flapped	spotted
tossed	grabbed	crammed	jogged

/e/ + /d/ acted	/d/ filled	/t/ asked
<u>landed</u>	<u>jogged</u>	<u>flapped</u>
<u>spotted</u>	<u>crammed</u>	<u>quacked</u>
_____	<u>grabbed</u>	<u>tossed</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

Cal was at the pond, having a muffin. A duck landed in the pond. The duck quacked and flapped its wings. Cal spotted the duck and tossed it a bit of muffin. The duck grabbed the muffin and swam off. Cal crammed the rest of the muffin in the trash. Then off he jogged.

Directions: Have students sort the "ed" words based on how the ending is pronounced and read the story at the end.

Unit 1 103

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Name _____

19.2

The Milk

- Where did Beth set the glass of milk?
 - in the sink
 - on the box
 - on the deck
- What did the cat bandit get that was Dad's?
 - his belt
 - his pants
 - his string
- What did the cat bandit do when he jumped off the shed?
The cat bandit went zipping off on the string.
- What 3 things did the cat bandit knock off the string?
The cat bandit knocked off the socks, the pants, and the jacket.

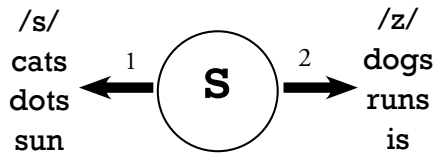
Directions: Have students circle the correct answer for 1 and 2, and write complete sentences for questions 3 and 4.

Unit 1 105

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Name _____

20.2



	/s/ cats	/z/ dogs
1. He handed me his pet pig.	his	his
2. Ben can swim.	swim	
3. Will he visit?		visit
4. The cat got in the basket.	basket	
5. He did it himself.	himself	
6. Kevin will mop and dust.	dust	

Directions: Have students circle the 's' in each word. Then, have students read each sentence and write the word with the tricky spelling 's' under the heading "cats" if the tricky spelling is pronounced /s/ or "dogs" if it is pronounced /z/.

Unit 1 109

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Name _____

21.4

The Chips

- Where did mom set the chips?
 - on the deck
 - on the bench in the kitchen
 - on the top shelf in the kitchen
- Where did the cat bandit set the rock?
The cat bandit set the rock on the bench.
- Where did the cat bandit set the plank?
The cat bandit set the plank on top of the log.
- What happened to the cat bandit when the rock hit the plank?
The cat bandit popped up and went zipping to the top shelf.
- Where did the cat bandit end up?
 - on the top shelf
 - in the den
 - on the bed

Directions: Have students answer the questions.

Unit 1 117

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Name _____

22.1

The Catfish

- What did Dad do with the catfish?
 - left the catfish in a pond
 - left the catfish in a bucket
 - left the catfish on the shelf
- What did Dad think would stop the cat bandit?
 - a shelf
 - a belt
 - a lock
- What drifted in the wind?
 - the tempting smell of snack mix
 - the tempting smell of fish
 - the tempting smell of hot dog

4. Who helped the cat bandit?

A dog and a pig helped the cat bandit.

5. What did the cat bandit hitch to the shed?

The cat bandit hitched a belt to the shed.

Directions: Ask students to answer each question.

Unit 1 119

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Name _____

22.2

- scratches **scratched** scratching scathing
- fence** fences fenced fencing
- which **whip** whim whipped
- legs lags lugs **logs**
- knit **knock** knelt kick
- rinsed** ring ran rings
- cent cull **cell** self
- hemmed hammed humming **hummed**
- risk **wrist** wrench wrists
- twelve** twist twelfth twin

Unit 1 121

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Name _____

22.3

- What is the cat bandit up to next ?
- Run !
- Did he spill his glass of milk ?
- He could knit mittens as a gift to his mom .
- She has a snack .
- Where is the dog ?
- Jump !
- Milk is a snack .
- Who could help you ?
- Hide !

Directions: Have students read each sentence and fill in the missing punctuation mark.

Unit 1 123

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Name _____

22.4

Rewrite these words and add *-ing*.

- mix mixing
- smell smelling
- puff puffing
- run running
- sit sitting
- trim trimming
- kiss kissing
- tug tugging
- snack snacking

Unit 1 125

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Name _____

PP1

Directions: Have students count the sounds in each word, circle the spelling, and write the number of sounds in the box. Then have students copy the word on the line.

1. chip 3 chip

2. shell 3 shell

3. bath 3 bath

4. rung 3 rung

5. smash 4 smash

Unit 1 129

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6. champ 4 champ

7. thick 3 thick

8. bang 3 bang

9. smell 4 smell

10. cash 3 cash

11. brick 4 brick

130 Unit 1

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Name _____

PP2

Directions: Have students read each word and circle only the digraph letter teams that stand for one sound.

1. chimp 11. brick

2. crash 12. chop

3. bring 13. splash

4. thin 14. sting

5. sing 15. black

6. shop 16. thick

7. clock 17. ship

8. bath 18. chip

9. chill 19. wing

10. shell 20. with

Unit 1 131

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Name _____

PP3

1. bathtub



bathtub

2. magnet



magnet

3. insect



insect

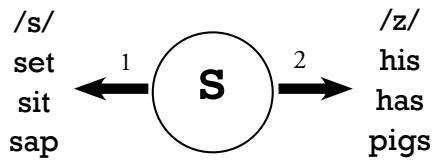
Directions: Have students write each word under its matching picture.

Unit 1 133

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Name _____

PP7



Directions: Have students circle the 's' in each word. Then, have students read each sentence and write the word with the tricky spelling 's' under the heading 'set' if the tricky spelling is pronounced /s/ or 'his' if it is pronounced /z/.

	/s/ set	/z/ his
1. The robin flapped its wings <u>s</u> .		wings
2. Get a pen from the des <u>s</u> .	desk	
3. Ring the bell <u>s</u> .		bells
4. The kitten is <u>s</u> oft.	soft	
5. Put the egg shell <u>s</u> in the trash can.		shells
6. What did the shop <u>s</u> ell?	sell	
7. Get in the pond and <u>s</u> wim.	swim	

Unit 1 141

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Name _____

PP8

is	legs	this
just	such	has
still	last	hands
jobs	best	sun

Directions: Have students write the words with the tricky spelling 's' pronounced /s/ under "set" and the words with the tricky spelling 'z' pronounced /z/ under "his".

/s/ set	/z/ his
just _____	is _____
still _____	jobs _____
such _____	legs _____
last _____	has _____
best _____	hands _____
this _____	
sun _____	

Unit 1 143

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Name _____

PP9

fringe	prince	shelves
twelve	fence	dance



fringe shelves fence



dance twelve prince

Directions: Have students write each word under its matching picture.

Unit 1 145

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shells	lettuce	pulse
rinse	bandage	elves



elves rinse lettuce



pulse bandage shells

Unit 1 146

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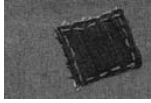
Name _____

PP10

patch match catch pitch kitchen

hatch scratch itch stretch switch

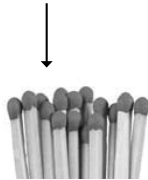
Directions: Have students write each word under its matching picture. There will be words that will not be used.



patch

scratch

stretch



kitchen

match

catch

Unit 1 147

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knob knot wrist knapsack wrapping

knitting wrench wrong which knock



knot

knapsack

wrist



knitting

knob

wrench

148 Unit 1

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Name _____

PP11

1. yuck

Yuck!

2. can i sit there

Can I sit there?

3. she could wrap a gift

She could wrap a gift.

4. he can swim fast

He can swim fast.

5. where is mom's whisk

Where is Mom's whisk?

6. pick up that mess

Pick up that mess!

7. that dog has spots

That dog has spots.

8. mom

Mom!

9. could you pick a spot to sit

Could you pick a spot to sit?

10. dogs can jump high

Dogs can jump high.

Directions: Have students read each sentence and then rewrite it with correct capitalization and punctuation.

Unit 1 149

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ACKNOWLEDGMENTS

These materials are the result of the work, advice, and encouragement of numerous individuals over many years. Some of those singled out here already know the depth of our gratitude; others may be surprised to find themselves thanked publicly for help they gave quietly and generously for the sake of the enterprise alone. To helpers named and unnamed we are deeply grateful.

CONTRIBUTORS TO EARLIER VERSIONS OF THESE MATERIALS

Susan B. Albaugh, Kazuko Ashizawa, Nancy Braier, Kathryn M. Cummings, Michelle De Groot, Diana Espinal, Mary E. Forbes, Michael L. Ford, Ted Hirsch, Danielle Knecht, James K. Lee, Diane Henry Leipzig, Martha G. Mack, Liana Mahoney, Isabel McLean, Steve Morrison, Juliane K. Munson, Elizabeth B. Rasmussen, Laura Tortorelli, Rachael L. Shaw, Sivan B. Sherman, Miriam E. Vidaver, Catherine S. Whittington, Jeannette A. Williams

We would like to extend special recognition to Program Directors Matthew Davis and Souzanne Wright who were instrumental to the early development of this program.

SCHOOLS

We are truly grateful to the teachers, students, and administrators of the following schools for their willingness to field test these materials and for their invaluable advice: Capitol View Elementary, Challenge Foundation Academy (IN), Community Academy Public Charter School, Lake Lure Classical Academy, Lepanto Elementary School, New Holland Core Knowledge Academy, Paramount School of Excellence, Pioneer Challenge Foundation Academy, New York City PS 26R (The Carteret School), PS 30X (Wilton School), PS 50X (Clara Barton School), PS 96Q, PS 102X (Joseph O. Loretan), PS 104Q (The Bays Water), PS 214K (Michael Friedsam), PS 223Q (Lyndon B. Johnson School), PS 308K (Clara Cardwell), PS 333Q (Goldie Maple Academy), Sequoyah Elementary School, South Shore Charter Public School, Spartanburg Charter School, Steed Elementary School, Thomas Jefferson Classical Academy, Three Oaks Elementary, West Manor Elementary.

And a special thanks to the CKLA Pilot Coordinators Anita Henderson, Yasmin Lugo-Hernandez, and Susan Smith, whose suggestions and day-to-day support to teachers using these materials in their classrooms was critical.



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