

Crest Memorial School Curriculum and Pacing Guide	
Grade: First	Subject Area: ELA/Phonics
Adoption Date:	Revision Date: February 16, 2024

Mission and Vision Statements

Mission: The New Jersey Student Learning Standards for English Language Arts (NJSLS-ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life. They define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. Students advancing through the grades are expected to meet each year’s grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards. In service to that expectation, the Department recommends 90-minutes of uninterrupted literacy instruction for all students in grades K–5, and 80 minutes for grades 6 through 8

Vision: A New Jersey education in English Language Arts builds readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive American citizens with global responsibilities. Throughout their kindergarten through grade 12 experience, students will:

- Develop the necessary skills in reading, writing, speaking, and listening that are the foundations for creative and purposeful expression in language.
- Read rich, challenging texts that build their knowledge of the world, grow their confidence and identities as readers, and develop critical thinking skills and vocabulary necessary for long-term success.
- Engage in regular, meaningful, writing authentic tasks, exploring valued topics, writing for impact and expression, and sharing their work with others (including authentic audiences).
- Leverage complex texts and digital media to develop comprehension, active listening, and discussion skills.
- Ground daily writing and discussion in evidence, fostering an ability to read critically, build arguments, cite evidence, and communicate ideas to contribute meaningfully as productive citizens.
- Evaluate the reliability, credibility, and perspective of authors and speakers across all forms of media.

- Express ideas and knowledge through a variety of modalities and media, and serve as effective communicators who purposefully read, write, and speak across multiple disciplines.
- Learn to persist in reading complex texts, establishing lifelong habits to read voluntarily for pleasure, for further education, for information on public policy, and for advancement in the workplace.

Integration of Technology
8.1.2.CS.1

21st Century Skills
. 9.4.2.CT.3

Career Education
9.1.2.CAP.1

Interdisciplinary Connection
CK.CC.B.4

Accommodations and Modifications

Special Education	<ul style="list-style-type: none">● follow 504/IEP accommodations● hang Foundations letter and skill posters and give students copies in their journals as needed● highlight and define important vocabulary● ask yes/no questions● allow student to point to letter cards to identify rather than name● Provide movement “breaks” as necessary
English Language Learners	<ul style="list-style-type: none">● ask yes/no questions● provide sentence frames or sentence stems● allow for use of pictures to accompany unfamiliar words● allow student to give non-verbal pointing responses
Students At-Risk of Failure	<ul style="list-style-type: none">● Allow verbalization before writing● Restate, reword, clarify directions● Re-teach concepts using small groups● Provide educational “breaks” as necessary● Chunking content into “digestible bites”● Shorten assignments to focus on mastery concept● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Gifted and Talented	<ul style="list-style-type: none">● Student Choice● Assignment, Project, and Assessment Modification Based on Individual Student Needs
Students with 504 Plans	<ul style="list-style-type: none">● Allow verbalization before writing● Restate, reword, clarify directions● Re-teach concepts using small groups● Provide educational “breaks” as necessary● Chunking content into “digestible bites”● Shorten assignments to focus on mastery concept

Assessments	
Formative	<ul style="list-style-type: none"> • Mid-unit check assessment • Teacher Observation • weekly dictation
Summative	<ul style="list-style-type: none"> • End of unit test
Benchmark	<ul style="list-style-type: none"> • F & P testing
Alternative	<ul style="list-style-type: none"> • Performance based assessment

Pacing Guide	
Orientation Unit	1 day/ 30 minute lesson
Unit 1	15 days
Unit 2	10 days
Unit 3	10 days
Unit 4	10 days
Unit 5	5 days
Unit 6	15 days
Unit 7	15 days
Unit 8	10 days

Unit 9	10 days
Unit 10	15 days
Unit 11	15 days
Unit 12	15 days
Unit 13	15 days
Unit 14	10 days

Orientation Unit Learning Goals
The student will become familiar with the procedures and routines of the Foundations lesson.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● large letter formation grid ● large sound cards ● Letter formation guide ● Echo and Baby Echo 	<ul style="list-style-type: none"> ● Whiteboards/markers ● letter magnets ● phonics posters

Daily Targets	NJSLS Performance Expectations	Instructional Activities
●Orientation unit - Students will review foundational skills for the Foundations		<ul style="list-style-type: none"> ● Teach students how to echo ● Teach students the large letter

program		formation grid <ul style="list-style-type: none"> • Teach students how to follow teacher verbalizations • Teach pencil grip and tracing
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Unit 1 Learning Goals
The student will learn the letter name/keyword/sound and letter formation for letters a-z The students will recognize consonants and vowels by letter sound.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • large sound cards • large letter formation grid • Standard sound cards • phonics and letter formation posters 	<ul style="list-style-type: none"> • Whiteboards/markers • letter magnets • Echo and baby Echo puppets • Student notebooks

Daily Targets	NJSLs Performance Expectations	Instructional Activities
Week 1 <ul style="list-style-type: none"> • Day 1: Students will review letters t,b,f 	L.WF.1.1. L.WF.1.2.	<ul style="list-style-type: none"> • teach letter,keyword, sound with large sound cards • review letters with standard sound cards • teach letter formation-sky write on large letter formation grid • Echo letter formation - teacher makes letter sound - one student writes letter on

		<p>large grid, others write on dry erase</p> <ul style="list-style-type: none"> ●students review letter/keyword/sound in their student notebooks and color corresponding pictures
<p>Day 2: Students will review letters m, & n and how to write them</p>	<p>L.WF.1.1. L.WF.1.2.</p>	<ul style="list-style-type: none"> ● teach letter,keyword, sound with large sound cards ● review letters with standard sound cards ● teach letter formation-sky write on large letter formation grid- all letters done so far in unit 1 ● Echo letter formation - teacher makes letter sound - one student writes letter on large grid, others write on dry erase ●students review letter/keyword/sound in their student notebooks and color corresponding pictures
<p>Day 3: Students will review vowels i & u and how to write them</p>	<p>L.WF.1.1. L.WF.1.2.</p>	<ul style="list-style-type: none"> ● teach letter,keyword, sound with large sound cards ● review letters with standard sound cards ●vowel extension with letters i & u, teacher models, a student tries on large vowel extension poster while class echoes. ● teach letter formation-sky write on large letter formation grid- all letters done so far in unit 1 ● Echo letter formation - teacher makes letter sound - one student writes letter on large grid, others write on dry erase ●students review letter/keyword/sound in their student notebooks and color corresponding pictures

<p>Day 4: Students will review letters c & o and how to write them</p>	<p>L.WF.1.1. L.WF.1.2.</p>	<ul style="list-style-type: none"> ● teach letter,keyword, sound with large sound cards, model and practice with the vowel extension poster all vowels done so far ● review letters with standard sound cards ● teach letter formation-sky write on large letter formation grid- all letters done so far in unit 1 ● Echo letter formation - teacher makes letter sound - one student writes letter on large grid, others write on dry erase ●students review letter/keyword/sound in their student notebooks and color corresponding pictures
<p>Day 5: Students will put letters in ABC order Students will name and write letters when given their sound</p>	<p>L.WF.1.1. L.WF.1.2.</p>	<ul style="list-style-type: none"> ● drill sounds warm up - drill all letters done so far in unit 1 with large sound cards, then drill letters with standard sound cards ● model and practice vowels done so far on vowel extension poster ● Make It fun -teacher whispers letter name to student, student writes letter on large letter grid using his finger, students guess letter and then practice it on their dry erase boards ● using magnet boards students place magnets randomly on their board, students then put magnets back in order sequentially, then class chorally points to and says the alphabet ● Echo Find Letters -students use magnet tiles in order on their boards, teacher says letter sound, students point to the corresponding letter on their boards, one

		student points to letter on sound card display
<p>Week 2</p> <p>Day 1: Students will review letters a & g and how to write them</p>	<p>L.WF.1.1.</p> <p>L.WF.1.2.</p>	<ul style="list-style-type: none"> ● teach letter,keyword, sound with large sound cards, model and practice with the vowel extension poster all vowels done so far ● review letters with standard sound cards ● teach letter formation-sky write on large letter formation grid- all letters done so far in unit 1 ● Echo letter formation - teacher makes letter sound - one student writes letter on large grid, others write on dry erase ●students review letter/keyword/sound in their student notebooks and color corresponding pictures
<p>Day 2: Students will review letters d & s and how to write them</p>	<p>L.WF.1.1.</p> <p>L.WF.1.2.</p>	<ul style="list-style-type: none"> ● teach letter,keyword, sound with large sound cards, model and practice with the vowel extension poster all vowels done so far ● review letters with standard sound cards ● teach letter formation-sky write on large letter formation grid- all letters done so far in unit 1 ● Echo letter formation - teacher makes letter sound - one student writes letter on large grid, others write on dry erase ●students review letter/keyword/sound in their student notebooks and color corresponding picture
<p>Day 3: Students will review letters e & r</p>	<p>L.WF.1.1.</p>	<ul style="list-style-type: none"> ● teach letter,keyword, sound with large

<p>and how to write them.</p>	<p>L.WF.1.2.</p>	<p>sound cards</p> <ul style="list-style-type: none"> ● review letters with standard sound cards ● vowel extension with letter e, teacher models, a student tries on large vowel extension poster while class echoes. Do vowel extension poster for all of the other vowels learned so far. ● teach letter formation-sky write on large letter formation grid- all letters done so far in unit 1 ● Echo letter formation - teacher makes letter sound - one student writes letter on large grid, others write on dry erase ● students review letter/keyword/sound in their student notebooks and color corresponding pictures
<p>Day 4: Students will review letters p & j and how to write them</p>	<p>L.WF.1.1. L.WF.1.2.</p>	<ul style="list-style-type: none"> ● teach letter,keyword, sound with large sound cards, model and practice with the vowel extension poster all vowels done so far ● review letters with standard sound cards ● teach letter formation-sky write on large letter formation grid- all letters done so far in unit 1 ● Echo letter formation - teacher makes letter sound - one student writes letter on large grid, others write on dry erase ● students review letter/keyword/sound in their student notebooks and color corresponding pictures
<p>Day 5: Students will name and write letters when given their sound</p>	<p>L.WF.1.1.</p>	<ul style="list-style-type: none"> ● drill sounds warm up - drill all letters done so far in unit 1 with large sound

<p>Students will put letters in ABC order t</p>	<p>L.WF.1.2.</p>	<p>cards, then drill letters with standard sound cards</p> <ul style="list-style-type: none"> ● model and practice vowels done so far on vowel extension poster ● drill sounds warm up - drill all letters done so far in unit 1 with large sound cards, then drill letters with standard sound cards ● model and practice vowels done so far on vowel extension poster ● Make It fun -teacher whispers letter name to student, student writes letter on large letter grid using his finger, students guess letter and then practice it on their dry erase boards ● alphabetical order -using magnet boards students place magnets randomly on their board, students then put magnets back in order sequentially, then class chorally points to and says the alphabet ● Echo Find Letters -students use magnet tiles in order on their boards, teacher says letter sound, students point to the corresponding letter on their boards, one student points to letter on sound card display
<p>Week 3 Day 1: Students will review letters l,h,k</p>	<p>L.WF.1.1. L.WF.1.2.</p>	<ul style="list-style-type: none"> ● teach letter,keyword, sound with large sound cards, model and practice with the vowel extension poster all vowels done so far ● review letters with standard sound cards ● teach letter formation-sky write on large letter formation grid- all letters done so far in unit 1

		<ul style="list-style-type: none"> ● Echo letter formation - teacher makes letter sound - one student writes letter on large grid, others write on dry erase ● students review letter/keyword/sound in their student notebooks and color corresponding pictures
Day 2: Students will review letters v & w	L.WF.1.1. L.WF.1.2.	<ul style="list-style-type: none"> ● teach letter,keyword, sound with large sound cards, model and practice with the vowel extension poster all vowels done so far ● review letters with standard sound cards ● teach letter formation-sky write on large letter formation grid- all letters done so far in unit 1 ● Echo letter formation - teacher makes letter sound - one student writes letter on large grid, others write on dry erase ● students review letter/keyword/sound in their student notebooks and color corresponding picture
Day 3: Students will review letters y & x	L.WF.1.1. L.WF.1.2.	<ul style="list-style-type: none"> ● teach letter,keyword, sound with large sound cards, model and practice with the vowel extension poster all vowels done so far ● review letters with standard sound cards ● teach letter formation-sky write on large letter formation grid- all letters done so far in unit 1 ● Echo letter formation - teacher makes letter sound - one student writes letter on large grid, others write on dry erase ● students review letter/keyword/sound in

		their student notebooks and color corresponding picture
Day 4: Students will review letters z & qu	L.WF.1.1. L.WF.1.2.	<ul style="list-style-type: none"> ● teach letter,keyword, sound with large sound cards, model and practice with the vowel extension poster all vowels done so far ● review letters with standard sound cards ● teach letter formation-sky write on large letter formation grid- all letters done so far in unit 1 ● Echo letter formation - teacher makes letter sound - one student writes letter on large grid, others write on dry erase ●students review letter/keyword/sound in their student notebooks and color corresponding picture

<p>Day 5: Students will name letter/keyword/sound of all letters in the alphabet Students will sequence letters of the alphabet in order Students will be assessed on skills from Unit 1</p>	<p>L.WF.1.1. L.WF.1.2.</p>	<ul style="list-style-type: none">● drill sounds warm up - drill all letters done so far in unit 1 with large sound cards, then drill letters with standard sound cards● model and practice vowels done so far on vowel extension poster● drill sounds warm up - drill all letters done so far in unit 1 with large sound cards, then drill letters with standard sound cards● Make It fun -student comes up to front of room and with closed eyes, selects a letter using echo pointer. Student opens eyes and names the letter/keyword/sound and then skywrites the letter. Process repeats with other students selected by the student who is taking a turn up front● alphabetical order-using magnet boards students place magnets randomly on their board, students then put magnets back in order sequentially, then class chorally points to and says the alphabet● Echo Find Letters -students use magnet tiles in order on their boards, teacher says letter sound, students point to the corresponding letter on their boards, one student points to letter on sound card display● End of Unit 1 test is administered to the class as a group by the teacher
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Inclusive concepts

- The Foundations lessons allow for all levels to work together at their individual pace and level.

Unit 2 Learning Goals

The student will develop phonemic awareness skills (identifying initial, medial, and final sounds in words)
The students will blend, read, spell, and segment three sound short vowel words
The students will be introduced to word dictation procedures

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● large sound cards ● large letter formation grid ● Standard sound cards ● phonics and letter formation posters ● vowel extension poster 	<ul style="list-style-type: none"> ● Whiteboards/markers ● letter magnets ● Echo and baby Echo puppets ● Student notebooks

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p style="text-align: center;">Week 1</p> <ul style="list-style-type: none"> ● Day 1: Students will begin to tap out and blend words with three sounds 	<p style="background-color: yellow;">LRF 1.3</p> <p>L.WF.1.1. L.WF.1.2.</p>	<ul style="list-style-type: none"> ● practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● practice extending vowel sounds with the vowel extension poster

		<ul style="list-style-type: none"> ●introduce tapping to read words with three sounds, use standard sound cards to make words, demonstrate tapping with one finger tap per sound ● alphabetical order-using magnet boards students place magnets randomly on their board, students then put magnets back in order sequentially, then class chorally points to and says the alphabet ● Echo Find Letters -students use magnet tiles in order on their boards, teacher says letter sound, students point to the corresponding letter on their boards, one student points to letter on sound card display
<p>Day 2: Students will begin to tap out and blend words with three sounds</p>	<p>L.WF.1.1. L.WF.1.2.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●practice extending vowel sounds with the vowel extension poster ●reteach tapping to read words. Students tap out a cvc word before the teacher puts up letters. Then students take turns coming up to find the letter cards to spell the words ● Echo Find Letters -students use magnet tiles in order on their boards, teacher says letter sound, students point to the corresponding letter on their boards, teacher dictates cvc words and students find corresponding letters to spell the words on their boards
<p>Day 3: Students will identify letters by</p>	<p>L.WF.1.1.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large

<p>sound and name words that begin with that letter Students will begin to write dictated cvc words</p>	<p>L.WF.1.2.</p>	<p>sound cards</p> <ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ●practice extending vowel sounds with the vowel extension poster ●Make It Fun - one student in front of the class - teacher points to letter, student names letter, letter sound and gives words that begin with that letter. S student sky writes the letter, then other students take a turn ●Reteach tapping to read words-teacher makes 4-5 words for students to read, reteach spelling - teacher dictates cvc words, one student finds letters to spell word with standard sound cards. ●Reteach word dictation-teacher dictates word, students tap out sounds, one student writes on large grid while others write on dry erase
<p>Day 4: students will read cvc words Students will begin to understand that sentences are made up of words.</p>	<p>L.WF.1.1. L.WF.1.2.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●practice extending vowel sounds with the vowel extension poster ●make words for decoding - teacher makes 5-6 words with standard sound cards and class taps out the words and blends the sounds to read words ●Echo letter formation - teacher dictates a letter sound - one student makes the letter on the large writing grid, other students write it on dry erase ●Dictation Dry Erase - teacher dictates 3

		sounds and 3 words - students write on dry erase board
Day 5: Students will read CVC words Students will begin to understand sentence structure.	L.WF.1.1. L.WF.1.2.	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●practice extending vowel sounds with the vowel extension poster ●make words for decoding - teacher makes 5-6 words with standard sound cards and class taps out the words and blends the sounds to read words ●word awareness - teacher writes sentences on sentence frames. Point out that sentences begin with a capital and end with a period. Teacher reads sentences, demonstrating how to read with fluency. ● Echo letter formation - teacher dictates a letter sound - one student makes the letter on the large writing grid, other students write it on dry erase
Week 2 Day 1: Students will read CVC words Students will read and write 'trick' words	L.WF.1.1. L.WF.1.2.	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●practice extending vowel sounds with the vowel extension poster ●Word Play-teacher makes 4-6 words changing one letter each time to make a new word ●Teach trick words - teacher writes sentences with trick words, circling the trick words. Demonstrate fluent reading,

		<p>highlighting each trick word. Students sky write the trick words and write them in their notebooks.</p> <ul style="list-style-type: none"> ● Echo Find Letters & words -students use magnet tiles in order on their boards, teacher says letter sound, students point to the corresponding letter on their boards, teacher dictates cvc words and students find corresponding letters to spell the words on their boards.
<p>Day 2: Students will begin to write dictated sentences</p>	<p>L.WF.1.1. L.WF.1.2.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●practice extending vowel sounds with the vowel extension poster ●Word of the day -build word of the day and review tapping out the word, teacher makes several unit words for students to read, students put word of the day in their notebooks ●Teach sentence dictation - teacher demonstrates sentence dictation on sentence frames, students echo teacher and then write dictated sentences on their dry erase boards. Students proofread sentences with the teacher for spelling, capitalization, and punctuation.
<p>Day 3: Students will begin to read and write 'trick' words Students will write dictated sounds and words</p>	<p>L.WF.1.1. L.WF.1.2.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●practice extending vowel sounds with the vowel extension poster

		<ul style="list-style-type: none"> ●Teach trick words - teacher writes sentences with trick words, circling the trick words. Demonstrate fluent reading, highlighting each trick word. Students sky write the trick words and write them in their notebooks. ●Dictation Dry Erase - teacher dictates 3 sounds and 3 words - students write on dry erase board
Day 4: Students will write dictated words and sentences	L.WF.1.1. L.WF.1.2.	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●practice extending vowel sounds with the vowel extension poster ●Word of the day -build word of the day and review tapping out the word, teacher makes several unit words for students to read, students put word of the day in their notebooks ●Make It Fun -teacher hands out standard sound cards to students, teacher dictates word and students who have the cards to spell that word come up to the front of the room to spell the word. Repeat with 4-5 other words ●Dictation composition book - teacher dictates 3 sounds, 2 review words, 2 current words, 1 trick word and 1 sentence- students write in their composition book
Day 5:	L.WF.1.1. L.WF.1.2.	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and

		<p>student identify letter keyword and sound</p> <ul style="list-style-type: none"> ●practice extending vowel sounds with the vowel extension poster ●Word Talk - teacher makes 4-5 words with standard sound cards for students to read, students read word of the day cards, teacher puts word of the day cards in chart -teacher asks questions about the words and their structure. ●Unit 2 Test -teacher administers Unit 2 test
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Inclusive concepts
<ul style="list-style-type: none"> ● The Foundations lessons allow for all levels to work together at their individual pace and level.

Unit 3 Learning Goals
<p>The student will introduced to digraphs and the spelling of ck at the end of words The students will blend, read, spell,and segment three sound short vowel words The students will identify characters, setting, and main events in a story</p>

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● large sound cards- include digraphs ● large letter formation grid ● Standard sound cards- include digraphs ● phonics and letter formation posters ● vowel extension poster 	<ul style="list-style-type: none"> ● Whiteboards/markers ● letter magnets ● Echo and baby Echo puppets ● Student notebooks

<p style="text-align: center;">Week 1</p> <p>Day 1: Students will be introduced to reading and marking up digraphs</p>	<p>LRF 1.3 L.WF.1.1. L.WF.1.2.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●Introduce new concepts - teach digraphs-teach digraphs with large sound cards and then standard sound cards, demonstrate tapping out a word with digraphs, teach students to mark digraphs in words by underlining digraph, students color digraph keyword pictures in their notebooks ●Teach trick words - teacher writes sentences with trick words, circling the trick words. Demonstrate fluent reading, highlighting each trick word. Students sky write the trick words and write them in their notebooks.
<p>Day 2: Students will begin to spell words with digraphs</p>	<p>L.WF.1.1. L.WF.1.2. LRF 1.3</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●Drill trick word flashcards for students to read ●word play - teacher makes 4-5 cvc words for students to decode ●Introduce new concepts - teacher dictates digraph sound and students find digraph on their magnet boards, teacher dictates 6 words with digraphs and students spell words with magnet boards ●Dictation dry erase - teacher dictates 3 sounds, 2 review words, 2 current words, 1 trick word and 1 sentence- students

		write on their dry erase boards
Day 3: Students will identify digraphs in words Students will read and write 'trick' words	L.WF.1.1. L.WF.1.2.	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●practice extending vowel sounds with the vowel extension poster ●Word of the day -build word of the day and review tapping out the word, teacher makes several unit words for students to read, students put word of the day in their notebooks ●Make It Fun -teacher writes 10-15 words on board -students are digraph detectives and underline digraphs in words ●Teach trick words - teacher writes sentences with trick words, circling the trick words. Demonstrate fluent reading, highlighting each trick word. Students sky write the trick words and write them in their notebooks.
Day 4: Students will spell and write words with digraphs	L.WF.1.1. L.WF.1.2.	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●Drill trick word flashcards for students to read ●Word of the day -build word of the day and review tapping out the word, teacher makes several unit words for students to read, students put word of the day in their notebooks ● Echo Find Letters & words -students use magnet tiles in order on their boards,

		<p>teacher says letter sound, students point to the corresponding letter on their boards, teacher dictates cvc words and students find corresponding letters to spell the words on their boards.</p> <ul style="list-style-type: none"> ● Dictation composition book - teacher dictates 3 sounds, 2 review words, 2 current words, 1 trick word and 1 sentence- students write in their composition book
<p>Day 5: Students will identify digraphs in words Students will identify characters, setting, and story events</p>	<p>L.WF.1.1. L.WF.1.2.</p>	<ul style="list-style-type: none"> ● practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Drill trick word flashcards for students to read ● Word Talk - teacher makes 4-5 words with standard sound cards for students to decode, read word of the day cards, students mark up selected word of the day cards to identify digraphs, and buddy letters ● Teacher writes story on chart paper, students silently read title, then read title and one sentence at a time, one student comes to front and reads sentence aloud, class chorally reads sentence, repeat reading each sentence, teacher then makes character, setting, and event chart and students retell story giving information for the chart. Students come up and mark words in the story as directed by the teacher.

<p style="text-align: center;">Week 2</p> <p>Day 1: Students will read and write trick words Students will read real and nonsense words</p>	<p>L.RF.1.3 L.WF.1.3.</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●practice extending vowel sounds with the vowel extension poster ●Word Play -teacher makes 8-10 nonsense words for students to read ●Teach trick words - teacher writes sentences with trick words, circling the trick words. Demonstrate fluent reading, highlighting each trick word. Students sky write the trick words and write them in their notebooks. ●Teach Trick words spelling-students sky write trick words and then write them in their notebooks ●Dictation Dry Erase
<p>Day 2: Students will begin to understand when to use ck at the end of a word</p>	<p>L.RF.1.3</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●Word of the day -build word of the day and review tapping out the word, students put word of the day in their notebooks ●Introduce new concepts- demonstrate the spelling and use of ck, teacher dictates ck words and students take turns spelling words with standard sound cards, students put ck words into their notebooks ●Echo find letters & words - -students use magnet tiles in order on their boards, teacher says letter sound, students point to the corresponding letter on their boards, teacher dictates cvc words and

		students find corresponding letters to spell the words on their boards.
Day 3: Students will identify digraphs in words	L.RF.1.3 L.WF.1.3.	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●Make It Fun- digraph detectives- teacher writes words on dry erase, students find and underline all the digraphs ●Review CK spelling in words ●Teach sentence dictation - teacher demonstrates on sentence frames, teacher dictates other sentences and students take turns writing words and punctuation on sentence frames. ●Dictation composition book - Dictation composition book - teacher dictates 3 sounds, 2 review words, 2 current words, 1 trick word and 1 sentence- students write in their composition book
Day 4: Students will read and write cvc words and words with digraphs Students will read and write trick words	L.RF.1.3 L.WF.1.3.	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●practice extending vowel sounds with the vowel extension poster ●Word Talk - teacher makes 4-5 words with standard sound cards for students to decode, read word of the day cards, students mark up selected word of the day cards to identify digraphs, and buddy letters ●Teach trick words - teacher writes sentences with trick words, circling the

		<p>trick words. Demonstrate fluent reading, highlighting each trick word. Students sky write the trick words and write them in their notebooks.</p> <ul style="list-style-type: none"> ●Teach Trick words spelling-students sky write trick words and then write them in their notebooks ●Dictation Dry Erase
Day 5: Students will retell a story	<p>L.RF.1.3 RL.CI.1.2</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●practice extending vowel sounds with the vowel extension poster ●Word of the day -build word of the day and review tapping out the word, students put word of the day in their notebooks ●Storytime - chorally reread story from last week, students retell the story in their own words, students practice reading the story in small groups ●Unit test - teacher administers unit 3 test to the class

Inclusive concepts
<ul style="list-style-type: none"> ● The Foundations lessons allow for all levels to work together at their individual pace and level.

Unit 4 Learning Goals

The student will learn the bonus letter spelling rule ll,ff,ss
The students will learn the glued sound all
The students will review punctuation marks
The students will identify narrative story form, events, characters, & setting

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● large sound cards ● large letter formation grid ● Standard sound cards ● phonics and letter formation posters ● vowel extension poster 	<ul style="list-style-type: none"> ● Whiteboards/markers ● letter magnets ● Echo and baby Echo puppets ● Student notebooks

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p style="text-align: center;">Week 1</p> <ul style="list-style-type: none"> ●Day 1: Student will learn when to double the consonant - f,l,s- at the end of a word 	LRF 1.3	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●practice extending vowel sounds with the vowel extension poster ●introduce new concepts -ff,ll,ss doubling rule. Put words with the doubling rule on the board and explain that the two letters get only one sound. Compare with words that only have one f,l,s at the end. Show students how to mark up the word and students write words in their notebook Spelling Rule and then Vocabulary section.

		<ul style="list-style-type: none"> ● Echo Find Letters -students use magnet tiles in order on their boards, teacher says letter sound, students point to the corresponding letter on their boards, dictate words with a bonus letter and students tap out the words and spell it on their boards.
<ul style="list-style-type: none"> ●Day 2: Student will read and write “trick words” -words with irregular spelling 	LRF 1.3	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●practice extending vowel sounds with the vowel extension poster ●Word Play -teacher makes 8-10 words for students to read and 2-3 sentences to read ●Teach trick words - teacher writes sentences with trick words, circling the trick words. Demonstrate fluent reading, highlighting each trick word. Students sky write the trick words and write them in their notebooks. ●Teach Trick words spelling-students sky write trick words and then write them in their notebooks ●Dictation Dry Erase-students write dictated words and letters.
<ul style="list-style-type: none"> ●Day 3: Student will learn the glued sound “all” 	LRF 1.3	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●Word of the day -build word of the day and review tapping out the word, students put word of the day in their notebooks

		<ul style="list-style-type: none"> ●introduce new concepts-show students all large sound card and have them echo, demonstrate that the bonus l changes the short vowel sound, make several words for students to read and then write in their notebook ●Dictation composition book - Dictation composition book - teacher dictates 3 sounds, 2 review words, 2 current words, 1 trick word and 1 sentence- students write in their composition book
<ul style="list-style-type: none"> ●Day 4: Student will read words with the glued sound “all” Students will read and write trick words - words with irregular spelling 	<p>LRF 1.3</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ●practice extending vowel sounds with the vowel extension poster ●Word Talk - teacher makes 4-5 words with standard sound cards for students to decode, read word of the day cards, students mark up selected word of the day cards to identify digraphs, buddy letters and glued sounds ●Teach trick words - teacher writes sentences with trick words, circling the trick words. Demonstrate fluent reading, highlighting each trick word. Students sky write the trick words and write them in their notebooks. ●Teach Trick words spelling-students sky write trick words and then write them in their notebooks ●Make It Fun - have students make a bonus letter word with their magnet tiles, one student comes to the front of the room and makes their word with the standard sound cards for the class

<p>Day 5: Students will identify characters and setting in a story Students will write dictated words and sentence</p>	<p>LWF 1.2 LRF 1.4</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ●Trick word drill with all trick words learned so far ●Storytime - write story on chart paper with sentences scooped, highlight and explain exclamation point, students read story silently and chorally, discuss and chart characters, setting and main events, students answer wh questions about the story ●Dictation Day 5 check up - teacher dictates 3 sounds, 2 review words, 2 current words, 1 trick word and 1 sentence- students write in their composition book
<p style="text-align: center;">Week 2</p> <p>Day 1: Students will spell words with double consonants at the end and glued sound 'all'</p>	<p>LWF 1.2</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●practice extending vowel sounds with the vowel extension poster ●introduce new concepts-spelling with glued sound - student leader find all on class board, teacher dictates words with all and bonus letter words for students to spell on their magnet boards ●Dictation composition book - Dictation composition book - teacher dictates 3 sounds, 2 review words, 2 current words, 1 trick word and 1 sentence- students write in their composition book
<p>Day 2: Students will read and write trick words-words with irregular spelling</p>	<p>LWF 1.2</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards

	LRF 1.3	<ul style="list-style-type: none">● point to standard sound cards and student identify letter keyword and sound● students color keyword picture for all in their notebooks● Word of the day -build word of the day and review tapping out the word, students put word of the day in their notebooks● Teach trick words - teacher writes sentences with trick words, circling the trick words. Demonstrate fluent reading, highlighting each trick word. Students sky write the trick words and write them in their notebooks.● Teach Trick words spelling-students sky write trick words and then write them in their notebooks● Dictation Dry Erase-students write dictated words and letters.
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<p>Day 3: Students will read and write trick words-words with irregular spelling Students will spell words with bonus letters l,s,f</p>	<p>LWF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ●Trick word drill with all trick words learned so far ●Word of the day -build word of the day and review tapping out the word, students put word of the day in their notebooks ●Make It Fun - have students make a bonus letter words with their magnet tiles, and write words on their recording paper ● Echo Find Letters -students use magnet tiles in order on their boards, teacher says letter sound, students point to the corresponding letter on their boards, dictate words with a bonus letter and students tap out the words and spell it on their boards.
<p>Day 4: Students will read and write trick words Students will write dictated words with glued sound and bonus letters l,s,f</p>	<p>LWF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ●Word Talk - teacher makes 4-5 words with standard sound cards for students to decode, read word of the day cards, students mark up selected word of the day cards to identify digraphs, buddy letters and glued sounds ●Teach trick words - teacher writes sentences with trick words, circling the trick words. Demonstrate fluent reading, highlighting each trick word. Students sky write the trick words and write them in their notebooks. ●Teach Trick words spelling-students sky write trick words and then write them in

		their notebooks ● Dictation Dry Erase-students write dictated words and letters and a sentence
Day 5: Students will make a mental picture and describe their thoughts during a teacher read story Students will take the Unit 4 end of unit test	LRF1.3	● practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Trick word drill with all trick words learned so far ● Storytime - reread story from last week, students make a mental picture of each sentence as it is read and discuss what they pictured, students retell the story in their own words, students mark up unit words on the story chart ● Teacher administers Unit 4 test to the class

Inclusive concepts
<ul style="list-style-type: none"> ● The Foundations lessons allow for all levels to work together at their individual pace and level.

Unit 5 Learning Goals
<p>The student will learn the glued sounds an, am The students will begin to learn to proofread their work The students will begin to read with accuracy and prosody</p>

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● large sound cards- include an, am ● large letter formation grid ● Standard sound cards- include an, am ● phonics and letter formation posters ● vowel extension poster 	<ul style="list-style-type: none"> ● Whiteboards/markers ● letter magnets ● Echo and baby Echo puppets ● Student notebooks

<p style="text-align: center;">Week 1</p> <ul style="list-style-type: none"> ●Day 1: Student will learn to read and spell words with glued sounds am/an 	<p>LRF1.3</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ●Trick word drill with all trick words learned so far ●introduce new concepts -an, am-demonstrate am & an as nasal sounds, echo teacher with new large sound cards, demonstrate tapping out words with glued sounds am, an, make am/an words for students to read with standard sound cards ● teach spelling am/an- students use magnet tiles and add am/an to their boards, teacher dictates current an/am words for students to spell with magnets ●Dictation Dry Erase-students write dictated words and letters and one sentence
<ul style="list-style-type: none"> ●Day 2: Student will learn to read and write trick words - words with irregular spellings 	<p>LRF1.3 LWF 1.2</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●Word of the Day - build the word of the

		<p>day and discuss its' meaning, reteach the glued sound am, students put word of the day in their notebooks</p> <ul style="list-style-type: none"> ●Teach trick words - teacher writes sentences with trick words, circling the trick words. Demonstrate fluent reading, highlighting each trick word. Students sky write the trick words and write them in their notebooks. ●Teach Trick words spelling-students sky write trick words and then write them in their notebooks ●Dictation Dry Erase - 3 current unit words and 1 sentence
<p>Day 3: Students will identify words that have glued sounds Students will read words with glued sounds and read trick words</p>	<p>LRF1.3 LWF 1.2</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●Trick word drill with all trick words learned so far ●Word Talk - teacher makes 4-5 words with standard sound cards for students to decode, read word of the day cards, students mark up selected word of the day cards to identify digraphs, buddy letters and glued sounds ●Make It Fun - teacher says word, if it has a glued sound students stand up and the class taps out the word. Repeat with other words. ●Dictation composition book - Dictation composition book - teacher dictates 3 sounds, 2 review words, 2 current words, 1 trick word and 1 sentence- students write in their composition book

<p>Day 4: Students will read nonsense words with glued sounds Students will read and spell trick words</p>	<p>LRF1.3 LWF 1.2</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●practice extending vowel sounds with the vowel extension poster ●Word Play- teacher makes 8-10 nonsense words for the class to tap out and read ●Teach trick words - teacher writes sentences with trick words, circling the trick words. Demonstrate fluent reading, highlighting each trick word. Students sky write the trick words and write them in their notebooks. ●Teach Trick words spelling-students sky write trick words and then write them in their notebooks ●Dictation Dry Erase - 3 current unit words and 1 sentence
<p>Day 5: Students will read story and identify characters and story events Students will identify words with bonus letters, digraphs, and glued sounds</p>	<p>LRF1.4</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●Trick word drill with all trick words learned so far ●Storytime - teacher writes story on chart paper and scoops sentences. Students read story silently one sentence at a time and then one student reads the sentences outloud and the class then reads chorally, discuss characters, story events, and students describe what they see as a 'movie' while reading the story. Identify words with glued sounds, bonus letters

		and highlight quotation marks. ●Teacher administers Unit 5 Test
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Inclusive concepts
● The Foundations lessons allow for all levels to work together at their individual pace and level.

Unit 6 Learning Goals
The student will learn to read and write words with suffix s The students will begin to understand pluralization The students will identify narrative fiction vs nonfiction stories

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● large sound cards ● Standard sound cards ● phonics and letter formation posters ● vowel extension poster ●suffix frames ●syllable frames 	<ul style="list-style-type: none"> ● Whiteboards/markers ● letter magnets ● Echo and baby Echo puppets ● Student notebooks

Daily Targets	NJSL Performance Expectations	Instructional Activities
<p style="text-align: center;">Week 1</p> <p>●Day 1: Students will read words with and identify suffix s in words</p>	<p>LRF1.3</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ●Trick word drill with all trick words learned so far ●Word Play- teacher makes 8-10 nonsense words for the class to tap out and read ●Introduce new concepts - teach base word and suffix s- make words with standard sound cards to demonstrate suffix s and words where s makes the z sound, make words for students to read saying the base word and then the whole word. Teach students how to mark up words and circle the suffix s. ●Students color the suffix s picture in their notebooks and put a base word and suffix in their definition section
<p>Day 2: Students will identify base word and suffix s</p> <p>Students will spell words with suffix s</p>	<p>LRF1.3</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ●Trick word drill with all trick words learned so far ●Make IT Fun-student selects word from word of the day pile and identifies the base word and suffix. If the word doesn't have a suffix, the student adds one and marks it. Repeat with other students. ●Introduce new concepts- students use magnet boards - demonstrate how to use the yellow tile as the suffix s- provide more words for students to spell and add the yellow suffix tile. ●Dictation dry erase - 3 sounds, 3 current

		words, 1 review word, 2 trick words, & 1 sentence
Day 3: Students will read and spell trick words Students will read words with suffix s	LRF1.3	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ●Trick word drill with all trick words learned so far ●practice extending vowel sounds with the vowel extension poster ●Word of the Day - build the word of the day and discuss its' meaning, reteach the glued sound am, students put word of the day in their notebooks ●Teach trick words - teacher writes sentences with trick words, circling the trick words. Demonstrate fluent reading, highlighting each trick word. Students sky write the trick words and write them in their notebooks. ●Teach Trick words spelling-students sky write trick words and then write them in their notebooks
Day 4: Students will read and spell words with suffix s	LRF1.3	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ●Trick word drill with all trick words learned so far ●Word Talk - use standard sound cards and suffix frames to make 3-4 words from word of the day cards. Discuss meaning and structure of each word, read through all word of the day cards. ● Echo Find Letters -students use magnet tiles in order on their boards, teacher says letter sound, students point to the corresponding letter on their boards,

		<p>dictate words with a bonus letter and students tap out the words and spell it on their boards.</p> <ul style="list-style-type: none"> ● Dictation composition book - Dictation composition book - teacher dictates 3 sounds, 2 review words, 2 current words, 1 trick word and 1 sentence- students write in their composition book
<p>Day 5: Students will read a decodable story and describe a mental picture from what they read</p> <p>Students will read words with suffix s</p>	<p>LRF 1.4</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ● Trick word drill with all trick words learned so far ● Word Talk - use standard sound cards and suffix frames to make 3-4 words from word of the day cards. Put word of the day cards in pocket chart and have students identify words with suffix s, digraphs, glued sounds etc. ● Story time - write story on chart paper scooping sentences, teacher reads 1 or 2 sentences at a time while students read along silently. Then one student rereads a sentence and the class echos them. Ask students what they picture while reading and then students retell the story in their own words
<p>Week 2</p> <p>Day 1: Students will read and write words with suffix s</p>	<p>LRF 1.3</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ● Word of the Day - build the word of the day and discuss its' meaning, reteach the glued sound am, students put word of the day in their notebooks ● Echo Find Letters -students use magnet tiles in order on their boards, teacher says

		<p>letter sound, students point to the corresponding letter on their boards, dictate words with a bonus letter and students tap out the words and spell it on their boards.</p> <ul style="list-style-type: none"> ● Dictation composition book - Dictation composition book - teacher dictates 3 sounds, 2 review words, 2 current words, 1 trick word and 1 sentence- students write in their composition book
<p>Day 2: Students will be able to identify words that end with suffix s and identify the base word</p>	<p>LRF 1.3</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ● Trick word drill with all trick words learned so far ● Make It Fun- students will determine if a word has a suffix s vs a word that ends with x, build words on syllable frames to demonstrate, then give students a word and see if they can determine if the word has a suffix s. ● Word of the day - build the word of the day with standard sound cards, have as student mark up the word, use the standard sound cards and suffix frames to make other unit words, students write word of the day in their notebooks ● Dictation composition book - Dictation composition book - teacher dictates 3 sounds, 2 review words, 2 current words, 1 trick word and 1 sentence- students write in their composition book
<p>Day 3: Students will read and write trick words</p>	<p>LRF 1.3</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ● Teach trick words - teacher writes

		<p>sentences with trick words, circling the trick words. Demonstrate fluent reading, highlighting each trick word. Students sky write the trick words and write them in their notebooks.</p> <ul style="list-style-type: none"> ●Teach Trick words spelling-students sky write trick words and then write them in their notebooks ●Dictation dry erase - 3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence
<p>Day 4: Students will identify base word and suffix</p>	<p>LRF 1.3</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●Trick word drill with all trick words learned so far ●Word Play - use standard sound cards and suffix frames to make unit words. Have students tap the words. Have one student find and underline the base word and circle a suffix ●Word Talk - make 3-4 words from previous word of the day cards and have students decode words, read the words from the word of the day pack- put words in display chart and have students identify parts of the words ie digraphs, base word, suffix etc. ●Dictation composition book - Dictation composition book - teacher dictates 3 sounds, 2 review words, 2 current words, 1 trick word and 1 sentence- students write in their composition book

<p>Day 5: Students will identify character, setting, and story events.</p>	<p>LRF 1.3 RI.TS.1.4.</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ●Trick word drill with all trick words learned so far ●Storytime- select 2 books to demonstrate narrative text vs informational text. Read the fiction text and have students identify characters, setting, and story events. show them the informational book and explain it will be read next week.
<p style="text-align: center;">Week 3</p> <p>Day 1: Students will begin to understand that suffix s can make a word plural or can be added to an action word</p>	<p>LRF 1.3</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ●Trick word drill with all trick words learned so far ●Introduce New Concepts-make one noun and one verb with suffix frames and standard sound cards, explain that adding suffix s can make a word mean more than one or when added to an action word can mean doing it in the moment, make more words with standard sound cards and discuss if they mean more than one, or an action. ● Echo Find Letters -students use magnet tiles in order on their boards, teacher says letter sound, students point to the corresponding letter on their boards, dictate words with a bonus letter and students tap out the words and spell it on their boards. ●Dictation dry erase - 3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence

<p>Day 2: Students will read and spell trick words Students will read and be able to mark up words with suffix s</p>	<p>LRF 1.3</p>	<ul style="list-style-type: none"> ●practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●practice extending vowel sounds with the vowel extension poster ●Word of the Day - build the word of the day and discuss multiple meanings, have a student mark up the word and discuss the ck ending in the word, make unit words with standard sound cards for students to read, students put the word of the day in their notebooks ●Teach trick words - teacher writes sentences with trick words, circling the trick words. Demonstrate fluent reading, highlighting each trick word. Students sky write the trick words and write them in their notebooks. ●Teach Trick words spelling-students sky write trick words and then write them in their notebooks
<p>Day 3: Students will put words in a sentence in order and add punctuation</p>	<p>LRF 1.3</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ●Trick word drill with all trick words learned so far ●Word of the Day-build the word of the day with suffix frame and standard sound cards, have a student mark up the word, use standard sound cards to build more unit words, students put the word of the day in their notebooks ●Make It Fun- Write words from sentence on sentence frames, put them on a column in mixed order and have students

		<p>rearrange the sentence in correct order and add punctuation.</p> <ul style="list-style-type: none"> ● Dictation composition book - Dictation composition book - teacher dictates 3 sounds, 2 review words, 2 current words, 1 trick word and 1 sentence- students write in their composition book
<p>Day 4: Students will read and spell words with suffix s</p>	<p>LRF 1.3</p>	<ul style="list-style-type: none"> ● practice letters & sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Trick word drill with all trick words learned so far ● Word Talk - make 3-4 words from previous word of the day cards and have students decode words, read the words from the word of the day pack- put words in display chart and have students identify parts of the words ie digraphs, base word, suffix etc. ● Echo Find Letters -students use magnet tiles in order on their boards, teacher says letter sound, students point to the corresponding letter on their boards, dictate words with a bonus letter and students tap out the words and spell it on their boards. ● Dictation dry erase - 3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence
<p>Day 5: Students will recall facts from an informational text</p>	<p>RI.TS.1.4. LRF 1.3</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ● Trick word drill with all trick words learned so far

		<ul style="list-style-type: none"> ● Storytime- use the same books from last week, read the informational text having students recall facts and visualize information List student visualizations and facts on chart paper ● Teacher administers the Unit 6 test
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Inclusive concepts
<ul style="list-style-type: none"> ● The Foundations lessons allow for all levels to work together at their individual pace and level.

Unit 7 Learning Goals
<p>The student will identify and read and spell words with ng and nk glued sounds The students will identify stories that are narrative fiction vs informational text The students will begin to read with accuracy and prosody</p>

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● large sound cards ● Standard sound cards ● phonics and letter formation posters ● vowel extension poster ● suffix frames ● syllable frames 	<ul style="list-style-type: none"> ● Whiteboards/markers ● letter magnets ● Echo and baby Echo puppets ● Student notebooks

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p style="text-align: center;">Week 1</p> <p>●Day 1: Students will read words with glued sounds ng</p>	<p>LRF 1.2</p> <p>LRF 1.3</p>	<ul style="list-style-type: none"> ● Introduce new concepts- teach ng glued sounds, present large sound cards and add standard sound glued sounds cards to display. Demonstrate how to tap out glued sounds, create words with all of the glued sounds and have students tap them out, teach students to mark up words and box glued sounds ● drill sounds warm up -practice new glued sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●Trick word drill with all trick words learned so far ●Word of the day - build the word of the day with standard sound cards, have as student mark up the word, use the standard sound cards and suffix frames to make other unit words, students write word of the day in their notebooks
<p>Day 2: Students will read words with ng glued sounds</p> <p>Students will identify rhyming words</p>	<p>LRF 1.2</p> <p>LRF 1.3</p>	<ul style="list-style-type: none"> ● drill sounds warm up -practice new glued sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●Trick word drill with all trick words learned so far ●Make It Fun- teacher dictates a word with ng glued sound, students give the rhyming keyword, picture name and sound, students name other rhyming

		<p>words and teacher lists them on the board</p> <ul style="list-style-type: none"> ● Word of the day - build the word of the day with standard sound cards, have as student mark up the word, use the standard sound cards and suffix frames to make other unit words, students write word of the day in their notebooks ● Introduce new concepts -students use magnet boards to identify glued sounds when dictated by the teacher, students then spell unit words with their magnet boards
<p>Day 3: Students will read and spell words with ng glued sounds</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● drill sounds warm up -practice new glued sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Teach trick words - teacher writes sentences with trick words, circling the trick words. Demonstrate fluent reading, highlighting each trick word. Students sky write the trick words and write them in their notebooks. ● Teach Trick words spelling-students sky write trick words and then write them in their notebooks ● Dictation dry erase - 3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence
<p>Day 4: Students will read and write words with glued ng sounds Students will read trick words-words with irregular spellings</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● drill sounds warm up -practice new glued sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Trick word drill with all trick words learned so far

		<ul style="list-style-type: none"> ●Word Talk - make 3-4 words from previous word of the day cards and have students decode words, read the words from the word of the day pack- put words in display chart and have students identify parts of the words ie digraphs, base word, suffix etc. ● Echo Find Letters -students use magnet tiles in order on their boards, teacher says letter sound, students point to the corresponding letter on their boards, dictate words with a bonus letter and students tap out the words and spell it on their boards. ●Dictation dry erase - 3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence
<p>Day 5: Students will identify characters, setting, and events of a story Students will read words with ng blends</p>	<p>RL.IT.1.3.</p>	<ul style="list-style-type: none"> ● drill sounds warm up -practice new glued sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●Word Talk - make 3-4 words from previous word of the day cards and have students decode words, read the words from the word of the day pack- put words in display chart and have students identify parts of the words ie digraphs, base word, suffix etc. ●Storytime- teacher writes the story on chart paper, scooping phrases, students read sentences silently,students are selected to read each sentence, teacher makes character, setting, and main events chart, students answer who, where, when and what questions about

		the story and teacher records information, teacher marks up punctuation and students mark up words in story
<p>Week 2</p> <p>Day 1: students will read and spell words with nk glued sounds</p>	<p>LRF 1.2</p> <p>LRF 1.3</p>	<ul style="list-style-type: none"> ● Introduce new concepts- teach nk glued sounds, present large sound cards and add standard sound glued sounds cards to display. Demonstrate how to tap out glued sounds, create words with all of the glued sounds and have students tap them out, teach students to mark up words and box glued sounds ●drill sounds warm up practice new sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●practice extending vowel sounds with the vowel extension poster ●Word of the day - build the word of the day with standard sound cards, have as student mark up the word, use the standard sound cards and suffix frames to make other unit words, students write word of the day in their notebooks ● Echo Find Letters -students use magnet tiles in order on their boards, teacher says letter sound, use new sounds ng & nk blends, students point to the corresponding letter on their boards, dictate words with a bonus letter and students tap out the words and spell it on their boards.
<p>Day 2: Students will read and spell words with nk & ng glued sounds</p> <p>Students will read and write words with</p>	<p>LRF 1.2</p> <p>LRF 1.3</p>	<ul style="list-style-type: none"> ● drill sounds warm up -practice new glued sounds with large sound cards ● point to standard sound cards and

<p>irregular spellings - "trick words"</p>		<p>student identify letter keyword and sound</p> <ul style="list-style-type: none"> ●Word Play -make unit words for decoding with standard sound cards. ●Teach trick words - teacher writes sentences with trick words, circling the trick words. Demonstrate fluent reading, highlighting each trick word. Students sky write the trick words and write them in their notebooks. ●Teach Trick words spelling-students sky write trick words and then write them in their notebooks ●Dictation dry erase - 3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence
<p>Day 3: Students will read and write words with ng & nk blends</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● drill sounds warm up -practice new glued sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●Trick word drill with all trick words learned so far ●Make It Fun- teacher dictates a word with nk glued sound, students give the rhyming keyword, picture name and sound, students name other rhyming words and teacher lists them on the board ●Word of the day - build the word of the day with standard sound cards, have as student mark up the word, use the standard sound cards and suffix frames to make other unit words, students write word of the day in their notebooks ●Dictation composition book - Dictation composition book - teacher dictates 3 sounds, 2 review words, 2 current words,

		1 trick word and 1 sentence- students write in their composition book
Day 4: Students will read and write words with ng & nk blends	<p>LRF 1.2</p> <p>LRF 1.3</p>	<ul style="list-style-type: none"> ● drill sounds warm up -practice new glued sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●practice extending vowel sounds with the vowel extension poster ●Word Talk - make 3-4 words from previous word of the day cards and have students decode words, read the words from the word of the day pack- put words in display chart and have students identify parts of the words ie digraphs, ng & nk glued sounds, base word, suffix etc. ● Echo Find Letters -students use magnet tiles in order on their boards, teacher says letter sound, use new sounds ng & nk blends, students point to the corresponding letter on their boards, dictate words with a bonus letter and students tap out the words and spell it on their boards. ●Dictation composition book - Dictation composition book - teacher dictates 3 sounds, 2 review words, 2 current words, 1 trick word and 1 sentence- students write in their composition book
Day 5: The students will visualize events of a familiar story The students will read chorally and independently to practice fluency and phrasing	<p>RL.IT.1.3.</p> <p>LRF 1.2</p> <p>LRF 1.3</p>	<ul style="list-style-type: none"> ● drill sounds warm up -practice new glued sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●Trick word drill with all trick words learned so far

		<ul style="list-style-type: none"> ●Storytime- display the story from last week Have students reread the title and picture the story events in their mind. Have one student retell the story. Read the story chorally. Go through the story sentence by sentence having the students visualize while it is being read. Give the students a copy of the story and have them read it in pairs. Have them mark up some of the current unit words. ●Dictation Day 5 checkup- Dictation composition book - teacher dictates 3 sounds, 2 review words, 2 current words, 1 trick word and 1 sentence- students write in their composition book
<p style="text-align: center;">Week 3</p> <p>Day 1:Students will read and write words with ng & nk blends and suffix s</p>	<p>LRF 1.2</p> <p>LRF 1.3</p>	<ul style="list-style-type: none"> ● drill sounds warm up -practice new glued sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●practice extending vowel sounds with the vowel extension poster ●Introduce new concepts - Teach students how to add suffix s to a nk,ng base word. Make words with standard sound cards. Have students say the word, find the base word, and add the suffix frame. ●Word of the day - build the word of the day with standard sound cards, have as student mark up the word, use the standard sound cards and suffix frames to make other unit words, students write word of the day in their notebooks ● Echo Find Letters -students use magnet tiles in order on their boards, teacher says

		letter sound, use new sounds ng & nk blends, students point to the corresponding letter on their boards, dictate words with a bonus letter and students tap out the words and spell it on their boards.
<p>Day 2: Students will read and write words with unconventional spellings - “trick words”</p> <p>Students will write words with ng & nk endings and suffix s</p>	<p>LRF 1.2</p> <p>LRF 1.3</p>	<ul style="list-style-type: none"> ● drill sounds warm up -practice new glued sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Teach trick words - teacher writes sentences with trick words, circling the trick words. Demonstrate fluent reading, highlighting each trick word. Students sky write the trick words and write them in their notebooks. ● Teach Trick words spelling-students sky write trick words and then write them in their notebooks ● Dictation dry erase - 3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence
<p>Day 3: Students will identify words with suffix s and ng & nk blends</p> <p>Students will read trick words</p>	<p>LRF 1.2</p> <p>LRF 1.3</p>	<ul style="list-style-type: none"> ● drill sounds warm up -practice new glued sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● drill all trick words learned so far ● Word of the day - build the word of the day with standard sound cards, have as student mark up the word, use the standard sound cards and suffix frames to make other unit words, students write word of the day in their notebooks ● Make It Fun-give each student a card

		<p>from the word of the day pack. Have students stand and read their cards as you give them specific directions (example-stand if you have a word with a suffix)</p> <ul style="list-style-type: none"> ● Dictation composition book - teacher dictates 3 sounds, 2 review words, 2 current words, 1 trick word and 1 sentence- students write in their composition book
<p>Day 4: Students will read and write words with irregular spellings “trick words” Students will write words with glued sounds and suffix s</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● drill sounds warm up -practice new glued sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● practice extending vowel sounds with the vowel extension poster ● Word Talk - make 3-4 words from previous word of the day cards and have students decode words, read the words from the word of the day pack- put words in display chart and have students identify parts of the words ie digraphs, ng & nk glued sounds, base word, suffix etc. ● Teach trick words - teacher writes sentences with trick words, circling the trick words. Demonstrate fluent reading, highlighting each trick word. Students sky write the trick words and write them in their notebooks. ● Teach Trick words spelling-students sky write trick words and then write them in their notebooks ● Dictation dry erase - 3 sounds, 3 current words, 1 review word, 2 trick words, & 1

		sentence
<p>Day 5: Students will begin to understand Narrative Fiction vs Informational text Students will recall facts from an informational text read to them Students will be assessed on skills from Unit 7</p>	<p>RL.IT.1.3. LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● drill sounds warm up -practice new glued sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ●drill all trick words learned so far ●Word Talk - make 3-4 words from previous word of the day cards and have students decode words, read the words from the word of the day pack- put words in display chart and have students identify parts of the words ie digraphs, ng & nk glued sounds, base word, suffix etc. ●storytime -display “King Sam” from week 1. Explain that the story is narrative fiction. Show students a non-fiction book and explain that this book is true and gives them information. Read part of this book and ask students to recall facts. ●Teacher administers Unit 7 test to the class

Inclusive concepts
<ul style="list-style-type: none"> ● The Foundations lessons allow for all levels to work together at their individual pace and level.

Unit 8 Learning Goals

The student will read and spell words with consonant blends and digraph blends
The students will read and spell words with four sounds and suffix s
The students will be introduced to r controlled vowel sounds
The students will read for accuracy and prosody.

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● large sound cards ● Standard sound cards ● phonics and letter formation posters ● vowel extension poster ● suffix frames ● syllable frames ● r controlled vowel poster 	<ul style="list-style-type: none"> ● Whiteboards/markers ● letter magnets ● Echo and baby Echo puppets ● Student notebooks ● Chart Paper

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p style="text-align: center;">Week 1</p> <ul style="list-style-type: none"> ● Day 1: Students will read and spell words with consonant and digraph blends <p>Students will mark up words with blends</p>	<p>LRF 1.2</p> <p>LRF 1.3</p>	<ul style="list-style-type: none"> ● drill sounds warm up -practice new glued sounds with large sound cards ● point to standard sound cards and student identify letter keyword and sound ● Introduce new concepts - teach blends, demonstrate blends vs words with digraphs with sound cards, spell other words with blends for student to read ● teach students to mark words with blends and have students add words with blends to the definition section of their notebooks

		<ul style="list-style-type: none"> ●teach spelling - teacher dictates word-students tap out sounds and then students find the cards to spell the words
Day 2: Students will be introduced to r controlled vowels	<p>LRF 1.2</p> <p>LRF 1.3</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ●drill all trick words learned so far ●Introduce new concepts -introduce r controlled vowels with poster, use baby echo to point to r controlled vowels, keyword and sound, have students echo ●teach ar, or-using baby echo teacher points to ar & or and students echo ●Word of the day - build the word of the day with standard sound cards, have as student mark up the word, use the standard sound cards and suffix frames to make other unit words, students write word of the day in their notebooks ●Make It Fun-teacher writes words from sentence on sentence frame and puts them in a column in mixed up order, students must rearrange words in the correct order and add punctuation.
Day 3: Students will read and spell words with irregular spellings - trick words	<p>LRF 1.2</p> <p>LRF 1.3</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ●point to ar-or on r controlled vowel poster and have students echo ●Have students find and color the keyword picture for ar, or ●Teach trick words - teacher writes sentences with trick words, circling the trick words. Demonstrate fluent reading, highlighting each trick word. Students sky write the trick words and write them in

		<p>their notebooks.</p> <ul style="list-style-type: none"> ●Teach Trick words spelling-students sky write trick words and then write them in their notebooks ●Dictation dry erase - 3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence
<p>Day 4: Students will identify digraphs and blends in a word Students will read and write words with consonant blends and digraph blends</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ●drill all trick words learned so far ●point to ar-or on r controlled vowel poster and have students echo ●Word Talk - make 3-4 words from previous word of the day cards and have students decode words, read the words from the word of the day pack- put words in display chart and have students identify parts of the words ie digraphs, ng & nk glued sounds, blends & digraph blends ● Echo Find Letters -students use magnet tiles in order on their boards, teacher says letter sound, use new sounds ng & nk blends, students point to the corresponding letter on their boards, dictate words with a bonus letter and students tap out the words and spell it on their boards. ●Dictation composition book - teacher dictates 3 sounds, 2 review words, 2 current words, 1 trick word and 1 sentence- students write in their composition book
<p>Day 5: Students will read a story with fluency and prosody</p>	<p>RL.IT.1.3.</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound

<p>Students will identify characters, main events and setting of a story Students will write words with digraphs and consonant blends</p>	<p>LRF 1.2 LRF 1.3 L.WF.1.2.</p>	<ul style="list-style-type: none"> ●drill all trick words learned so far ●Storytime -Teacher will write the story on chart paper with phrasing marked.Have students read the story silently 2-3 sentences at a time. Student reader comes up and reads the story with baby echo pointer. Teacher makes characters, setting, and events chart. Teacher asks the students questions about the story and completes the chart. Highlight punctuation and frame capital letters, mark words with blends. ●Dictation Day 5 Check Up -composition book - teacher dictates 3 sounds, 2 review words, 2 current words, 1 trick word and 1 sentence- students write in their composition book
<p style="text-align: center;">Week 2</p> <p>Day 1: Students will be introduced to r controlled vowels ir,er,ur Students will read and spell words with digraph blends</p>	<p>LRF 1.2 LRF 1.3 L.WF.1.2.</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ●drill all trick words learned so far ●point to ar-or on r- controlled vowel poster and have students echo ●teach digraph blends- make word with standard sound card with a digraph blend, students add the word to the definition section of their notebook ●teacher letter/keyword/sound- er,ir,ur-have students echo r controlled vowel, keyword, and sound and then color the keyword in their notebooks ●Word of the day - build the word of the day with standard sound cards, have as student mark up the word, use the standard sound cards and suffix frames to

		<p>make other unit words, students write word of the day in their notebooks</p> <ul style="list-style-type: none"> ● Echo Find Letters -students use magnet tiles in order on their boards, teacher says letter sound, use new sounds ng & nk blends, students point to the corresponding letter on their boards, dictate words with a bonus letter and students tap out the words and spell it on their boards.
<p>Day 2: students will read words with suffix s Students will write words with suffix s and blends</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ●drill all trick words learned so far ●review all r controlled vowels on poster and have students echo ●Word Play -use standard sound cards to review the reading of a base word with suffix -s. Make unit words for decoding have students scoop the base word, circle the suffix and underline the blend. Dictate 3-5 more unit words with suffixes. ●Make it fun- use blank phoneme standard sound cards, students spell the word with the correct color blank cards to represent sounds in the dictated word. Use the yellow suffix frames for the suffix. Dictate words from week 1 & 2. ●Dictation -composition book - teacher dictates 3 sounds, 2 review words, 2 current words, 1 trick word and 1 sentence- students write in their composition book
<p>Day 3: Students will spell trick words- words with irregular spellings</p>	<p>LRF 1.2</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound

<p>Students will spell dictated words with suffix -s and blends</p>	<p>LRF 1.3 L.WF.1.2.</p>	<ul style="list-style-type: none"> ●point to ar-or on r- controlled vowel poster and have students echo ●Teach trick words - teacher writes sentences with trick words, circling the trick words. Demonstrate fluent reading, highlighting each trick word. Students sky write the trick words and write them in their notebooks. ●Teach Trick words spelling-students sky write trick words and then write them in their notebooks ●Dictation dry erase - 3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence
<p>Day 4: Students will identify base word and suffix Students will read and write words with digraph and consonant blends</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ●drill all trick words learned so far ●review all r controlled vowels on poster and have students echo ●Word of the day - build the word of the day with standard sound cards, discuss the words' meaning, have as student mark up the word, use the standard sound cards and suffix frames to make other unit words, students write word of the day in their notebooks ●Word Talk - make 3-4 words from previous word of the day cards and have students decode words, read the words from the word of the day pack- put words in display chart and have students identify words with digraphs, blends, suffix -s, and identify words by meaning. ●Dictation -composition book - teacher dictates 3 sounds, 2 review words, 2

		current words, 1 trick word and 1 sentence- students write in their composition book
Day 5: Students will be assessed on skills from Unit 8 Students will visualize events from a story and retell it in their own words.	RL.IT.1.3. LRF 1.2 LRF 1.3 L.WF.1.2.	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ●drill all trick words learned so far ●Storytime -Display the story from last week, students read the title silently and one student retells the story. Read the story chorally as you point with baby echo. Have students visualize the story and retell it in detail. Mark up current Unit words. ●Teacher administers Unit 8 test to the class

Inclusive concepts
<ul style="list-style-type: none"> ● The Foundations lessons allow for all levels to work together at their individual pace and level.

Unit 9 Learning Goals

The student will identify closed and open syllables
The students will identify closed syllables with short vowels
The students will become familiar with vowel teams
The students will identify narrative fiction vs informational books

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● large sound cards ● Standard sound cards ● phonics and letter formation posters ● suffix frames ● syllable frames ● r controlled vowel poster 	<ul style="list-style-type: none"> ● Whiteboards/markers ● letter magnets ● Echo and baby Echo puppets ● Student notebooks ● Chart Paper

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p style="text-align: center;">Week 1</p> <ul style="list-style-type: none"> ● Day 1: Students will learn to identify and mark up words with closed syllables <p>Students will spell words with digraphs, blends, and closed syllables</p>	<p>L.WF.1.2.</p> <p>LRF 1.2</p> <p>LRF 1.3</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ● review all r controlled vowels on poster and have students echo ● Introduce new concepts - teach closed syllable concept-explain that a closed syllable has only one vowel. Demonstrate that there does not need to be a consonant in front of the vowel in a closed syllable. Use standard sound cards to make words and students point to the closed syllable. Discuss why each word is, or is not, a closed syllable ● Teach students to mark words,

		<p>demonstrate how to mark closed syllables by scooping the syllable first, identifying the type of syllable and then marking the vowel with a breve. Have students put examples of closed syllables in the definition section of their notebooks.</p> <ul style="list-style-type: none"> ● Echo Find Letters -students use magnet tiles in order on their boards, teacher says letter sound, use new sounds ng & nk blends, students point to the corresponding letter on their boards, dictate words with a bonus letter and students tap out the words and spell it on their boards.
<p>Day 2: Students will write words with short vowels and blends</p>	<p>L.WF.1.2. LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ●drill all trick words learned so far ●review all r controlled vowels on poster and have students echo ●Word of the day - build the word of the day with standard sound cards, discuss the words' meaning, have as student mark up the word, use the standard sound cards and suffix frames to make other unit words, students write word of the day in their notebooks ●Introduce New Concepts - practice spelling with review & current words. Have students use blank magnetic letter tiles to spell words. Students echo, tap the word, find blank tiles, and then point to the tiles and name the corresponding letters. ●Dictation -composition book - teacher dictates 3 sounds, 2 review words, 2

		current words, 1 trick word and 1 sentence- students write in their composition book
Day 3: Students will be introduced to vowel teams ai/ay Students will write review and unit words with suffix s and blends	L.WF.1.2. LRF 1.2 LRF 1.3	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ●review all r controlled vowels on poster and have students echo ●Introduce New Concepts - introduce vowel teams - teach letter/keyword/sound for ai,ay. Use Baby Echo to point to the first row on the vowel teams poster. Have students echo. ●Teach trick words - teacher writes sentences with trick words, circling the trick words. Demonstrate fluent reading, highlighting each trick word. Students sky write the trick words and write them in their notebooks. ●Teach Trick words spelling-students sky write trick words and then write them in their notebooks ●Dictation dry erase - 3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence
Day 4: Students will identify words with closed syllables Students will be introduced to long e vowel teams Students will write words with blends and suffix s	L.WF.1.2. LRF 1.2 LRF 1.3	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ●review all r controlled vowels on poster and have students echo ●drill all trick words learned so far ●Word of the day - build the word of the day with standard sound cards, discuss the words' meaning, have as student mark up the word, use the standard sound cards and suffix frames to make

		<p>other unit words, students write word of the day in their notebooks</p> <ul style="list-style-type: none"> ●Make It Fun- write a variety of words on the board. Select a student to come hunt for and cross out any word that is not a closed syllable. Have another student hunt for and mark a closed syllable word with syllable marking. ●Dictation -composition book - teacher dictates 3 sounds, 2 review words, 2 current words, 1 trick word and 1 sentence- students write in their composition book
<p>Day 5: Students will identify characters and story events Students will begin to identify punctuation Students will write words with blends and suffix s</p>	<p>L.WF.1.2. L.WF.1.3. LRF 1.2 LRF 1.3 RL.IT.1.3.</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ●review all r controlled vowels on poster and have students echo ●drill all trick words learned so far ●Storytime - write the story, with the phrases scooped on chart paper, ask students to read the title silently and discuss the title and predict what the stor might be about. Read 2-3 sentences at a time. Have students read silently then one student reads the sentences out loud pointing with Baby Echo. Make a chart with characters, setting and main events on chart paper. Ask students questions and record their responses on the chart. Select students to come mark up words, circle quotation marks and discuss briefly. Find ad mark closed syllable words. ●Dictation -Day 5 Check Up - teacher dictates 3 sounds, 2 review words, 2 current words, 1 trick word and 1

		sentence- students write in their composition book
<p style="text-align: center;">Week 2</p> <p>Day 1: The students will identify open vs closed syllable words The students will read and write words with closed syllables and blends</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ●review all r controlled vowels on poster and have students echo ●Introduce New Concepts- reteach closed syllables, make words with standard sound cards on board and ask students if it is a closed syllable. Mark it up then add suffix -s. Demonstrate how to mark it up as a base word then circle the suffix. Make several words with a suffix and have students mark them up. ●Introduce closed vs open syllables- make a closed syllable word and have students identify the consonant closing in the vowel. Take away the consonant and explain that it is not closed anymore, it is open. Tell the students that open syllables have a long vowel sound that says its name. Demonstrate with several words first making the closed syllable and then sliding the consonant away and have students read it. ● Echo Find Letters -students use magnet tiles in order on their boards, teacher says letter sound, use new sounds ng & nk blends, students point to the corresponding letter on their boards, dictate words with a bonus letter and students tap out the words and spell it on their boards. ●Dictation dry erase - 3 sounds, 3 current words, 1 review word, 2 trick words, & 1

		sentence
<p>Day 2: The students will be introduced to vowel teams oi/oy Students will identify words that have a closed syllable</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ●review all r controlled vowels on poster and have students echo ●Introduce New Concepts - introduce vowel teams - teach letter/keyword/sound for oi/oy. Use Baby Echo to point to the first row on the vowel teams poster. Have students echo. ●Make It Fun- write a variety of words on the board. Select a student to come hunt for and cross out any word that is not a closed syllable. Have another student hunt for and mark a closed syllable word with syllable marking. ●Word of the day - build the word of the day with standard sound cards, discuss the words' meaning, have as student mark up the word, use the standard sound cards and suffix frames to make other unit words, students write word of the day in their notebooks ●Dictation -Composition book - teacher dictates 3 sounds, 2 review words, 2 current words, 1 trick word and 1 sentence
<p>Day 3: Students will tap out and read nonsense words Students will identify blends and short vowels in words Students will read and write words with irregular spellings-"trick words"</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ●review all r controlled vowels on poster and have students echo ●drill all trick words learned so far ●Word Play - make nonsense words 8-10 for students to tap and read. Review and

		<p>mark up some of the nonsense words</p> <ul style="list-style-type: none"> ●Teach trick words - teacher writes sentences with trick words, circling the trick words. Demonstrate fluent reading, highlighting each trick word. Students sky write the trick words and write them in their notebooks. ●Teach Trick words spelling-students sky write trick words and then write them in their notebooks ●Dictation dry erase - 3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence
<p>Day 4: Students will read and spell words with digraph blends and consonant blends</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ●review all r controlled vowels on poster and have students echo ●Word of the day - build the word of the day with standard sound cards, discuss the words' meaning, have as student mark up the word, use the standard sound cards and suffix frames to make other unit words, students write word of the day in their notebooks ● Echo Find Letters -students use magnet tiles in order on their boards, teacher says letter sound, use new sounds, blends, students point to the corresponding letter on their boards, dictate words with a bonus letter and students tap out the words and spell it on their boards. ●Dictation -Composition book - teacher dictates 3 sounds, 2 review words, 2 current words, 1 trick word and 1 sentence

<p>Day 5: The students will read for fluency and prosody The students will retell a familiar story</p>	<p>RL.IT.1.3.</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ●drill all trick words learned so far ●Storytime - display the story from week 1 <p>Ask students to describe the story by retelling it. Chorally read the story. Ask students to describe the pictures they saw in their mind as you read. Ask one student to retell the story. Discuss how the characters felt and story events. Then have the students practice reading the story in pairs.</p> <ul style="list-style-type: none"> ●Teacher will administer Unit 9 test
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<p>Inclusive concepts</p>
<ul style="list-style-type: none"> ● The Foundations lessons allow for all levels to work together at their individual pace and level.

Unit 10 Learning Goals

The student will be able to segment and blend up to 5 sounds
The students will read words with suffix -ed, -ing with unchanging base words
The students will become familiar with vowel teams
The students will become familiar with narrative fiction vs informational books

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● large sound cards ● Standard sound cards ● phonics and letter formation posters ● suffix frames ● syllable frames ● r controlled vowel poster 	<ul style="list-style-type: none"> ● Whiteboards/markers ● letter magnets ● Echo and baby Echo puppets ● Student notebooks ● Chart Paper

Daily Targets	NJSL Performance Expectations	Instructional Activities
Week 1 Day 1: Students will be introduced to vowel teams that make the long O sound Students will read words with one syllable and 5 sounds.	LRF 1.2 LRF 1.3	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ● review all r controlled vowels on poster and have students echo ● Introduce New Concepts - review the first three rows of the Vowel Teams Poster. Drill the new vowel teams oa, oe, ow, ow ● Teach blending words w/5 sounds explain that some words have 5 sounds in a syllable. Make 5 letter one syllable

		<p>words with standard sound cards. Demonstrate how to tap them out and practice tapping reading words with five sounds including a glued sound</p> <ul style="list-style-type: none"> • Teach Students to mark words - show students how to identify blends when marking words • Word of the day - build the word of the day with standard sound cards, discuss the words' meaning, have as student mark up the word, use the standard sound cards and suffix frames to make other unit words, students write word of the day in their notebooks
<p>Day 2: Students will spell words with five sounds</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> • point to standard sound cards and student identify letter keyword and sound • review all r controlled vowels on poster and have students echo • drill all trick words learned so far • Word Talk - make 3-4 words from previous word of the day cards and have students decode words, read the words from the word of the day pack- put words in the display chart and have students identify how many letters and sounds are in the word, buddy letters, and vowel sounds • Introduce New Concepts - teach spelling words with 5 sounds - dictate a current word and students repeat the word and tap out individual sounds. Spell the word with standard sound cards and students tap each sound. After tapping the sounds students find the letter tiles that correspond with each tap and spell orally.

		<p>Dictate several current words for students to practice. Then do 3-4 review words.</p> <ul style="list-style-type: none"> ● Dictation -Composition book - teacher dictates 3 sounds, 2 review words, 2 current words, 1 trick word and 1 sentence
<p>Day 3: Students will spell words with five sounds</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ● review all r controlled vowels on poster and have students echo ● Word of the day - build the word of the day with standard sound cards, discuss the words' meaning, have as student mark up the word, use the standard sound cards and suffix frames to make other unit words, students write word of the day in their notebooks ● Make It Fun- hand out Word of the Day cards and divide the class into two teams. Have students stand as you direct them - identifying words that begin with a blend, words that are plural, etc. ● Echo Find Letters -students use magnet tiles in order on their boards, teacher says letter sound, use new sounds, blends, students point to the corresponding letter on their boards, dictate words with a bonus letter and students tap out the words and spell it on their boards.
<p>Day 4: Students will read and spell words with irregular spellings - "trick words" Students will write words with 5 sounds.</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ● review all r controlled vowels on poster and have students echo ● Introduce New Concepts - teach

		<p>letter-keyword-sound for ou and oo.</p> <ul style="list-style-type: none"> ●Teach trick words - teacher writes sentences with trick words, circling the trick words. Demonstrate fluent reading, highlighting each trick word. Students sky write the trick words and write them in their notebooks. ●Teach Trick words spelling-students sky write trick words and then write them in their notebooks ●Dictation dry erase - 3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence
<p>Day 5: Students will identify characters, setting, and main events from a story Students will reread to find information in a story</p>	<p>RL.IT.1.3. LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ●review all r controlled vowels on poster and have students echo ●drill all trick words learned so far ●Word Talk - make 3-4 words from previous word of the day cards and have students decode words, read the words from the word of the day pack- put words in the display chart and have students identify how many letters and sounds are in the word, buddy letters, and vowel sounds ●Storytime - Write the story, with phrases scooped on chart paper. Ask students to read the title silently, then discuss and predict what the story might be about. Read the story 2-3 sentences at a time. Have students read silently and select a student to read the sentences with Baby Echo pointer. Make a character, setting, main events chart. Ask students

		<p>questions about characters, events, and setting. Draw a quick sketch or picture notes on the chart to answer the questions. Use the chart to retell the information. Ask students a question and have them find the sentences that give them the answer to the question. Lastly, select students to come mark words in the story.</p>
<p>Week 2 Day 1: Students will read and spell words with irregular spellings - “trick words” Students will write words with 5 sounds, digraphs, and glued sounds.</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ●review all r controlled vowels on poster and have students echo ●Word Play -use standard sound cards to make 5-6 unit words. The class taps out the words and blends the words. Have students find and underline blends. ●Teach trick words - teacher writes sentences with trick words, circling the trick words. Demonstrate fluent reading, highlighting each trick word. Students sky write the trick words and write them in their notebooks. ●Teach Trick words spelling-students sky write trick words and then write them in their notebooks ●Dictation dry erase - 3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence
<p>Day 2: Students will spell a word with five sounds and a suffix.</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ●review all r controlled vowels on poster and have students echo ●drill all trick words learned so far

		<ul style="list-style-type: none"> ● Word of the day - build the word of the day with standard sound cards, discuss the words' meaning, have as student mark up the word, use the standard sound cards and suffix frames to make other unit words, students write word of the day in their notebooks ● Introduce New Concepts - teach reading words with a suffix. Make a 5 sound word with standard sound cards and add the yellow Suffix Frame. Have students read the base word, then the whole word. Students should only tap the base word if needed. Make 8-10 unit words with a suffix. ● Teach spelling words with a suffix - dictate a 5 sound word with a suffix and have students echo. One student identifies the base word and then spells the word with standard sound cards and adds the suffix frame. Dictate 4-5 words with a suffix and select other students to come form the words.
<p>Day 3: Students will be introduced to the vowel teams ue and ew Students will read and write words with five sounds and a suffix</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ● review all r controlled vowels on poster and have students echo ● Introduce New Concepts - review the first four rows of the Vowel Teams Poster. Drill the new vowel teams ue and ew ● Make It Fun - distribute the Word of the Day Cards, divide the class into two teams. Have students stand as you direct them and read their words. (ie stand if you have a word that begins with a blend)

		<p>Students remain standing. Say other directives until all students from one team are standing. The winning team is the first team to have all members standing.</p> <ul style="list-style-type: none"> ● Word of the day - build the word of the day with standard sound cards, discuss the words' meaning, have as student mark up the word, use the standard sound cards and suffix frames to make other unit words, students write word of the day in their notebooks ● Dictation -Composition book - teacher dictates 3 sounds, 2 review words, 2 current words, 1 trick word and 1 sentence
<p>Day 4: Students will read and write words with five sounds and a suffix Students will read nonsense words with up to five sounds and a suffix</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ● review all r controlled vowels on poster and have students echo ● Word Play - make 5-6 Uit Words with standard sound cards. Class taps out and blends the words, students underline blends. Make 8-10 nonsense words and have students tap and read them. ● Echo Find Letters -students use magnet tiles in order on their boards, teacher says letter sound, use new sounds, blends, students point to the corresponding letter on their boards, dictate words with a bonus letter and students tap out the words and spell it on their boards. ● Dictation dry erase - 3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence

<p>Day 5: Students will read and write words with five sounds and a suffix Students will identify characters, setting, and main events from a story Students will read for fluency and prosody</p>	<p>LRF 1.2 LRF 1.3 RL.IT.1.3.</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound ●review all r controlled vowels on poster and have students echo ●drill all trick words learned so far ●Storytime - display the story from week 1 Ask students to describe the story by retelling it. Chorally read the story. Ask students to describe the pictures they saw in their mind as you read. Ask one student to retell the story. Discuss how the characters felt and story events. Then have the students practice reading the story in pairs. Lastly, have them mark up some of the current unit words. ●Dictation -Day 5 check up - teacher dictates 3 sounds, 2 review words, 2 current words, 1 trick word and 1 sentence
<p style="text-align: center;">Week 3:</p> <p>Day 1: Students will learn new suffix endings -ing and -ed for present and past tense verbs</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound, review all r controlled vowels on poster and have students echo ● Introduce new concepts: introduce new suffixes -ed and -ing and discuss when to use each, practice marking up suffixes by underlining base word and circling suffix ● Word of the day: build the word of the day “blending” and reteach the suffix -ing added to closed syllable base word, add to student notebook

		<ul style="list-style-type: none"> • echo /find letters & words: dictate sounds and current unit words students find letters and build words on magnetic tile boards
Day 2: Students will learn new vowel teams au and aw	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> • point to standard sound cards and student identify letter keyword and sound, review all r controlled vowels on poster and have students echo • Introduce new concepts: review the first five rows of the vowel teams poster then teach new vowel team au, aw • Word talk: students quickly read word of the day practice pack cards, display words and discuss word structure • Dictation (composition book): 3 sounds, 2 current words, 2 review word, 2 trick words, & 1 sentence
Day 3: Students will review adding -ed suffix to closed syllable	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> • point to standard sound cards and student identify letter keyword and sound, review all r controlled vowels on poster and have students echo • Word of the day: build the word of the day “planted” and discuss word meaning, reteach the suffix -ed added to closed syllable, add to student notebook • Teach trick words (reading): introduce trick words out, about, and our • Teach trick words (spelling): sky

		write new words then write in student notebook
Day 4: Students will read and spell words with suffixes -ed and -ing	LRF 1.2 LRF 1.3	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound review all r controlled vowels on poster and have students echo ● Word talk: students quickly read word of the day practice pack cards, display words and discuss word structure ● Make it fun: scrambled sentences game ● Dictation (composition book): 3 sounds, 2 current words, 2 review word, 2 trick words, & 1 sentence
Day 5: Students will learn the difference between narrative and informational stories, Students will take unit spelling assessment	LRF 1.2 LRF 1.3 RL.IT.1.3.	<ul style="list-style-type: none"> ● point to standard sound cards and student identify letter keyword and sound review all r controlled vowels on poster and have students echo ● Storytime: read “The Skunk” and discuss narrative vs. informational text ● Unit Assessment

Inclusive concepts

- The Foundations lessons allow for all levels to work together at their individual pace and level.

Unit 11 Learning Goals	
<p>Students will learn vowel consonant e syllable in one syllable words</p> <p>Students will learn long vowel sounds</p> <p>Students will distinguish between fictional and informational books</p> <p>Students will read with accuracy and prosody</p>	

Core Instructional Materials	Supplemental Materials
<p>Large sound cards Standard sound cards Sentence frames Suffix frames Syllable frames</p>	<p>Student notebook Student journal Letter magnets Echo and baby echo</p>

Daily Targets	NJSLS Standards	Instructional Activities
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<p style="text-align: center;">Week 1</p> <p>Day 1: Students will learn vowel consonant e syllable and /z/ sound in v-c-e words like wise</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and current trick word flashcards ● Introduce new concepts: teach long vowel sounds, vowel consonant e syllable, /z/ sound in v-c-e words like wise, teach marking words with v-e syllable, students color v-c-e pictures in student notebook
<p>Day 2: Students will distinguish between short and long vowels in words</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● Drill sounds warm up: point to large sound cards and student identify letter keyword and sound, present vowel sounds poster with short and long vowel sounds ● Introduce new concepts: review with standard sound cards that e helps to change the vowel from short to long, dictate words and students tap and distinguish if vowel is short or long ● echo/find letters & words: dictate long sound of vowels/ v-c-e words and students point to or build on letter boards ● Dictation (dry erase): 3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence
<p>Day 3: Students will review vowel consonant e syllable</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● Drill sounds warm up: point to large sound cards and student identify letter keyword and sound, present vowel sounds poster with

		<ul style="list-style-type: none"> short and long vowel sounds • Word of the day: build word of the day “globe” and discuss word meaning, reteach vowel consonant e syllable, add to student notebook • Make it fun: stand up game • echo/find letters and words: dictate long long of words and students repeat, find letters and words on letter board
Day 4: Students will review vowel consonant e syllable	<p>LRF 1.2</p> <p>LRF 1.3</p>	<ul style="list-style-type: none"> • Drill sounds warm up: point to large sound cards and student identify letter keyword and sound, present vowel sounds poster with short and long vowel sounds • Word of the day: build word of the day “brave” and discuss word meaning, reteach vowel consonant e syllable, add to student notebook • Teach trick words (reading): introduce trick words friend, other, and another • Teach trick words (spelling): sky write new words then write in student notebook
Day 5: students will read and identify v-c-e words	<p>LRF 1.2</p> <p>LRF 1.3</p> <p>RL.IT.1.3.</p>	<ul style="list-style-type: none"> • Drill sounds warm up: point to large sound cards and student identify letter keyword and sound, present vowel sounds poster with short and long vowel sounds • Word talk:use standard sound

		<p>cards, syllable and suffix frames to make 4-5 previously learned word of the day cards, quick read and discuss structure</p> <ul style="list-style-type: none"> • Storytime: Read story “ Jake the Whale” discuss characters setting and main event, identify v-c-e words
<p>Week 2 Day 1: Students will practice spelling words with long vowels</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> • Drill sounds warm up: point to large sound cards and student identify letter keyword and sound, present vowel sounds poster with short and long vowel sounds • Teach trick words (reading): introduce trick words none and nothing • Teach trick words (spelling): sky write new words then write in student notebook • Dictation (dry erase):3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence
<p>Day 2: students will practice reading and spelling words with v-c-e syllable</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> • Drill sounds warm up: point to large sound cards and student identify letter keyword and sound, present vowel sounds poster with short and long vowel sounds • Word of the day: build word of the day “swipe”, reteach the vowel consonant e syllable, add to student notebook • echo/find letters & words: dictate long and short sound of vowels and students repeat and find

		<ul style="list-style-type: none"> • Dictation (composition book):3 sounds, 3 current words, 2 review word, 2 trick words, & 1 sentence
Day 3: students will practice reading and spelling words with vowel consonant e syllable	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> • Drill sounds warm up: point to large sound cards and student identify letter keyword and sound, present vowel sounds poster with short and long vowel sounds • Word talk:use standard sound cards, syllable and suffix frames to make 4-5 previously learned word of the day cards, quick read and discuss structure • Make it fun: stand up game • Dictation (dry erase):3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence
Day 4: Students will review vowel consonant e syllable	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> • Drill sounds warm up: point to large sound cards and student identify letter keyword and sound, present vowel sounds poster with short and long vowel sounds • Word of the day: build word of the day “tape” and discuss meaning, add to student notebook • Dictation composition book: 3 sounds, 3 current words, 2 review word, 2 trick words, & 1 sentence
Day 5: Students will practice reading with fluency and prosody	<p>LRF 1.2 LRF 1.3 RL.IT.1.3.</p>	<ul style="list-style-type: none"> • Drill sounds warm up: point to large sound cards and student identify letter keyword and sound, present vowel sounds poster with short and long vowel sounds

		<ul style="list-style-type: none"> ● Storytime: display “Jake the Whale” story read together and discuss ● Dictation (day 5 check up): 3 sounds, 3 current words, 2 review word, 2 trick words, & 1 sentence
<p>Week 3</p> <p>Day 1: Students will practice reading and spelling v-c-e words</p>	<p>LRF 1.2</p> <p>LRF 1.3</p>	<ul style="list-style-type: none"> ● Drill sounds warm up: point to large sound cards and student identify letter keyword and sound, present r controlled vowel poster and trick word drill ● Word play: make words for decoding and read sentences from sentence frames ● Introduce new concepts: teach reading of v-e words with suffixes and teach spelling of v-e words with suffixes ● echo/find letters & words: dictate long and short sounds of vowels and v-c-e words, students find on magnetic boards
<p>Day 2: Students will practice reading and spelling v-c-e words</p>	<p>LRF 1.2</p> <p>LRF 1.3</p>	<ul style="list-style-type: none"> ● Drill sounds warm up: point to large sound cards and student identify letter keyword and sound, present r controlled vowel poster and trick word drill ● Word of the day: build the word of the day “games”, reteach v-c-e syllable and add to student notebook ● Dictation (dry erase): 3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence

<p>Day 3: Students will practice reading and spelling v-c-e words</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● Drill sounds warm up: point to large sound cards and student identify letter keyword and sound, present r controlled vowel poster and trick word drill ● Word talk: read word of the day practice pack and discuss structure of words ● Make it fun: stand up game ● Dictation composition book: 3 sounds, 3 current words, 2 review word, 2 trick words, & 1 sentence
<p>Day 4: students will practice making words with v-c-e spelling pattern</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● Drill sounds warm up: point to large sound cards and student identify letter keyword and sound, present r controlled vowel poster and trick word drill ● Word play: make nonsense words and have students read aloud ● Word of the day: build the word of the day “rules”, reteach v-c-e syllable and add to student notebook ● Dictation (composition book): 3 sounds, 3 current words, 2 review word, 2 trick words, & 1 sentence
<p>Day 5: Students will take the unit spelling assessment</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● Drill sounds warm up: point to large sound cards and student identify letter keyword and sound, present r controlled vowel poster and trick word drill ● Unit assessment

Inclusive concepts

- The Foundations lessons allow for all levels to work together at their individual pace and level.

Unit 12 Learning Goals

Students will learn the concept of syllable in multisyllabic words
Students will learn compound words
Students will learn syllable division rules
Students will learn reading and spelling words with two closed syllables or closed and v-e syllables
Students will learn to read with accuracy and prosody
Students will learn paragraph structure

Core Instructional Materials	Supplemental Materials
Large sound cards Standard sound cards Sentence frames Suffix frames Syllable frames	Student notebook Student journal Letter magnets Echo and baby echo

Daily Targets	NJSLS Standards	Instructional Activities
Week 1 Day 1: Students will learn how to divide words into syllables	LRF 1.2 LRF 1.3	<ul style="list-style-type: none">• Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and current trick word flashcards, R controlled vowel and vowel team posters

		<ul style="list-style-type: none"> ● Introduce new concepts: teach syllable division, discuss each syllable as a push of breath in words like bathtub and napkin ● Word of the day: upset, reteach syllable division, add to student notebook
Day 2: Students will learn syllable division and spelling rule syllable division	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and current trick word flashcards, R controlled vowel and vowel team posters ● Introduce new concepts: build the word limit, teach syllable division with standard sound cards, continue with more words from unit resources, teach spelling rule of two syllable words ● Dictation dry erase: 3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence
Day 3: Students will review syllable division rules and practice spelling multisyllabic words	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and current trick word flashcards, R controlled vowel and vowel team posters ● Word of the day: Limit, reteach syllable division, add to student notebook ● Make it fun: scrambled sentences game ● echo/find letters & words: dictate

		<p>sound/words hold up echo and students repeat then find letter on magnetic letter board</p>
<p>Day 4: Students will practice reading and spelling trick words and review reading multisyllabic words</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> • Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and current trick word flashcards, R controlled vowel and vowel team posters • Word talk: use standard sound cards, syllable and suffix frames to make 4-5 previously learned word of the day cards, quick read and discuss structure • Teach trick words (reading): introduce trick words people and month • Teach trick words (spelling): sky write new words then write in student notebook
<p>Day 5: Students will read and mark words with more than one syllable</p>	<p>RL.IT.1.3 .LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> • Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and current trick word flashcards, R controlled vowel and vowel team posters • Word talk: use sound cards, syllable and suffix frames wot make 4-5 words from word of the day pack, students decode and discuss word structure • Storytime: Read story “Jackson” first silently then as a group discuss multisyllable words in the

		text and practice scooping syllables
<p>Week 2</p> <p>Day 1: Students will learn to read and spell words with two syllables and the v-e syllable</p>	<p>LRF 1.2</p> <p>LRF 1.3</p>	<ul style="list-style-type: none"> • Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and current trick word flashcards, R controlled vowel and vowel team posters • Introduce new concepts: teach reading of two syllable words with v-e syllables, discuss spelling rule for multisyllabic words • Dictation (dry erase): 3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence
<p>Day 2: Students will learn spelling rule for multisyllabic words with v-e syllable in second syllable</p>	<p>LRF 1.2</p> <p>LRF 1.3</p>	<ul style="list-style-type: none"> • Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and current trick word flashcards, R controlled vowel and vowel team posters • Introduce new concepts: teach spelling rule for multisyllabic words and v-e in second syllable • Teach trick words (reading): introduce trick words been and little • Teach trick words (spelling): sky write new words then write in student notebook
<p>Day 3: Students will review combining closed and v-e syllable in a two syllable word</p>	<p>LRF 1.2</p> <p>LRF 1.3</p>	<ul style="list-style-type: none"> • Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound,

		<p>present the review and current trick word flashcards, R controlled vowel and vowel team posters</p> <ul style="list-style-type: none"> • Word of the day: dislike, reteach combining a close and v-e syllable in a two syllable word, add to student notebook • Make it fun: syllable match game • Dictation (composition book): 3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence
Day 4: Students will read spell and discuss multisyllabic words and trick words	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> • Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and current trick word flashcards, R controlled vowel and vowel team posters • Word talk: use sound cards, syllable and suffix frames to make 4-5 words from word of the day pack, students decode and discuss word structure • Teach trick words (reading): introduce trick words own and want • Teach trick words (spelling): sky write new words then write in student notebook • Dictation (dry erase): 3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence
Day 5: Students will review syllable division rules	<p>RL.IT.1.3. LRF 1.2</p>	<ul style="list-style-type: none"> • Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound,

	<p>LRF 1.3</p>	<p>present the review and current trick word flashcards, R controlled vowel and vowel team posters</p> <ul style="list-style-type: none"> • Word talk: use sound cards, syllable and suffix frames wot make 4-5 words from word of the day pack, students decode and discuss word structure • Storytime: Read “Jackson” and discuss story elements • Dictation (day 5 check up): 3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence
<p>Week 3 Day 1: Students will learn then spelling of the -ic sound at the end of multisyllabic words</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> • Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and current trick word flashcards, R controlled vowel and vowel team posters • Introduce new concepts: teach spelling of -ic in words such as “public” students add to student notebook • echo/find letters & words: dictate a word from unit resources and students build with standard sound cards • Dictation (dry erase): 3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence
<p>Day 2: Students will review adding -ic to the end of multisyllabic words and learn new trick words</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> • Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and current

		<p>trick word flashcards, R controlled vowel and vowel team posters</p> <ul style="list-style-type: none"> • Word of the day: build word of the day “frantic” and discuss words meaning, add to student notebook • Teach trick words (reading): introduce trick words Mr. and Mrs. • Teach trick words (spelling): sky write new words then write in
Day 3: students will review adding -ic to end of multisyllabic words and practice spelling multisyllabic words	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> • Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and current trick word flashcards, R controlled vowel and vowel team posters • Word of the day: build word of the day “plastic” and discuss words meaning, add to student notebook • Make it fun: syllable match game • echo/find letters & words: dictate words from unit resources and students build on magnetic letter boards
Day 4: Students will practice reading and spelling multisyllabic words	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> • Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and current trick word flashcards, R controlled vowel and vowel team posters • Word talk:use sound cards, syllable and suffix frames wot make 4-5 words from word of the day pack, students decode and discuss word structure

		<ul style="list-style-type: none"> • Dictation (composition book): 3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence
Day 5: Students will take the end of unit spelling assessment	LRF 1.2 LRF 1.3	<ul style="list-style-type: none"> • Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and current trick word flashcards, R controlled vowel and vowel team posters • Word talk: discuss meaning of selected word of the day cars • Unit test

Inclusive concepts
<ul style="list-style-type: none"> • The Foundations lessons allow for all levels to work together at their individual pace and level.

Unit 13 Learning Goals
<p>Students will learn suffix -s, -ing, -ed when added to multisyllabic words</p> <p>Students will learn suffix -es added to base words with closed syllables</p> <p>Students will practice reading with accuracy and prosody</p> <p>Students will learn paragraph structure</p>

Core Instructional Materials	Supplemental Materials
Large sound cards Standard sound cards	Student notebook Student journal

<p>Sentence frames Suffix frames Syllable frames</p>	<p>Letter magnets Echo and baby echo</p>
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Daily Targets	NJSLS Standards	Instructional Activities
<p style="text-align: center;">Week 1</p> <p>Day 1: Students will learn how to add suffixes -s, -ed, -ing to multisyllabic words</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● Drill Sounds warm up: Practice v-e sounds with large sound cards, point to standard sound cards and student identify letter keyword and sound, model reading r controlled vowels and vowel teams, present the review and current trick word flash cards ● Introduce new concepts: teach adding suffixes -s, -ed, -ing to multisyllabic word, review marking of words ● Teach trick words-reading: introduce trick words work, word, and write using sentence frames ● Teach trick words (spelling): write new words in large print and students sky write then add to student notebook
<p>Day 2: Students will practice reading and spelling multisyllabic words with a suffix</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and current trick word flashcards ● Word of the day: build word of the day and discuss meaning of word “includes”, add to student

		<p>notebook</p> <ul style="list-style-type: none"> ● Introduce new concepts: teach spelling of multisyllabic words with a suffix ● Dictation dry erase: 3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence
<p>Day 3: Students will review reading and spelling two syllable words and words with suffixes.</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and current trick word flashcards ● Word talk: use the standard sound cards, syllable and suffix frames to make 4-5 words from previously taught word of the day cards practice pack ● Make it fun: scrambled sentences ● Dictation dry erase - 3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence
<p>Day 4: Students will practice spelling multisyllabic words with suffixes</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and current trick word flashcards ● Word play: use the syllable and suffix frames to make 5-6 unit words, review syllable types and the suffixes -s, -ed, and -ing, have students mark words and discuss ● Word talk: use standard sound cards and suffix frames to make 3-4 words from word of the day

		<p>cards. Put word of the day cards in pocket chart and discuss decoding, meaning, and word structure.</p> <ul style="list-style-type: none"> • Dictation composition book: teacher dictates 3 sounds, 2 review words, 2 current words, 1 trick word and 1 sentence- students write in their composition book
<p>Day 5: Students will practice reading multisyllabic words with expression and phrasing</p>	<p>RL.IT.1.3. LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> • Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and current trick word flashcards • Word talk: put selected word of the day cards in pocket chart and discuss meaning and structure • Storytime: Brad's Lost Glasses, read story silently first then individually have students practice reading with expression and phrasing, discuss characters/setting/main events
<p><u>Week 2</u> Day 1: Students will learn the -es suffix</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> • Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, model r controlled vowel and vowel teams using posters • Introduce new concepts: teach the -es suffix, students add the words dresses and benches to student notebook, teach students to mark suffixes

		<ul style="list-style-type: none"> • Teach trick words- reading: introduce trick words their and being • Teach trick words (spelling): write new words in large print and students sky write then add to student notebook
Day 2: Students will learn spelling rules for words with suffix -es	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> • Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and current trick word flashcards • Word of the day: build the word of the day and discuss meaning of word waxes, add to student notebook • Introduce new concepts: teach spelling rules of baseword and suffix -es, explain tapping rules • Dictation dry erase - 3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence
Day 3: Students will practice spelling words with base word and suffix -s or -es	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> • Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, model r controlled vowel and vowel teams using posters • Word of the day: build and discuss word of the day and the meaning of word crosses, add to student notebook • Make it fun: suffix team activity to help students practice adding suffix -s or -es to words

<p>Day 4: Students will discuss words with suffix, words with two syllables, and plural words</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, model r controlled vowel and vowel teams using posters ● Word talk: put selected word of the day cards in pocket chart and discuss meaning and structure, students quickly read word of the day cards ● Teach trick words- reading: introduce trick word first and reinforce capitalization and punctuation ● Teach trick words (spelling): write new words in large print and students sky write then add to student notebook ● Dictation dry erase - 3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence
<p>Day 5: Students will practice spelling multisyllabic words with suffixes</p>	<p>RL.IT.1.3. LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and current trick word flashcards ● Storytime: read Brad's Lost glasses silently then together as a group ● Dictation (Day 5 check up)- 3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence
<p style="text-align: center;">Week 3</p> <p>Day 1: Students will learn baseword and</p>	<p>LRF 1.2</p>	<ul style="list-style-type: none"> ● Drill sounds warm up: point to standard sound cards and student

<p>suffix -es</p>	<p>LRF 1.3</p>	<p>identify letter keyword and sound, present the review and current trick word flashcards</p> <ul style="list-style-type: none"> ● Introduce new concepts: teach the -es suffix and have students practice reading words with -es suffix ● Teach trick words (reading): introduce look, good, and new ● Teach trick words (spelling): Teach trick words (spelling): write new words in large print and students sky write then add to student notebook
<p>Day 2: students will practice identifying the base word in words</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and current trick word flashcards ● Word of the day: finishes, reteach the -es suffix, add to student notebook ● Introduce new concepts: review spelling and practice identifying the base word ● Dictation (dry erase): dictate 3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence
<p>Day 3: Students will practice reading and spelling words with suffix -es after a digraph</p>	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> ● Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and current trick word flashcards ● Word of the day: inches, reteach

		<p>the -es suffix, add to student notebook</p> <ul style="list-style-type: none"> • Make it fun: suffix teams activity • Dictation (composition book): dictate 3 sounds, 2 current words, 2 review word, 2 trick words, & 1 sentence
Day 4: Students will practice spelling words with suffixes	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> • Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and current trick word flashcards • Word talk: use standard sound cards, syllable and suffix frames to make 4-5 words from work of the day card pack • Echo/find letters and words: dictate letters/sounds/words and have students build words with standard sound cards • Dictation (composition book):dictate 3 sounds, 2 current words, 2 review word, 2 trick words, & 1 sentence
Day 5: Students will discuss nonfiction text and take unit spelling assessment	<p>RL.IT.1.3. LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> • Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and current trick word flashcards • Storytime: discuss nonfiction texts • Unit assessment

Inclusive concepts

- The Foundations lessons allow for all levels to work together at their individual pace and level.

Unit 14 Learning Goals

Students will review word structure and concepts
Students will review sentence construction and proofreading
Students will review narrative vs. informational text

Core Instructional Materials	Supplemental Materials
Large sound cards Standard sound cards Sentence frames Suffix frames Syllable frames	Student notebook Student journal Letter magnets Echo and baby echo

Daily Targets	NJSLS Standards	Instructional Activities
Week 1 Day 1: Students will review word structure and closed syllable concept	LRF 1.2 LRF 1.3	<ul style="list-style-type: none">• Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and current trick word flashcards, R controlled vowel and vowel team posters• Word play: review word structure, review closed syllable concept

		<ul style="list-style-type: none"> • Teach trick words (reading): water, called • Teach trick words (spelling): write new words in large print and students sky write then add to student notebook
Day 2: Students will review vowel consonant e syllable and the suffix -s and -es	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> • Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and current trick word flashcards, R controlled vowel and vowel team posters • Word play: review vowel consonant e syllable with standard sound cards, review the -s and -es suffix, review spelling • Dictation (dry erase): dictate 3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence
Day 3: Students will review closed syllable, syllable types, digraph blends and bonus letters	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> • Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and current trick word flashcards, R controlled vowel and vowel team posters • Word play: review the -ed and -ing suffixes • Word of the day: thrilling, review the closed syllable base word, discuss syllable type, digraph blend, and bonus letter, then reteach closed syllable • Dictation (dry erase): dictate 3 sounds, 3 current words, 1 review

		word, 2 trick words, & 1 sentence
Day 4: Students will practice reading and spelling 2 syllable words	LRF 1.2 LRF 1.3	<ul style="list-style-type: none"> • Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and current trick word flashcards • Word talk: practice decoding word of the day cards, display words and discuss structure • Make it fun: suffix shuffle game • Dictation (composition book): dictate 3 sounds, 3 current words, 2 review word, 2 trick words, & 1 sentence
Day 5: Students will practice reading with fluency	RL.IT.1.3. LRF 1.2 LRF 1.3	<ul style="list-style-type: none"> • Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and r controlled vowel poster • Storytime: Read the story <u>The Big Splash</u> silently and practice making a movie in your mind, practice choral reading with baby echo • Dictation (day 5 check up in composition book): dictate 3 sounds, 3 current words, 2 review word, 2 trick words, & 1 sentence
Week 2 Day 1: Students will review syllable division and adding suffixes to multisyllabic words	LRF 1.2 LRF 1.3	<ul style="list-style-type: none"> • Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and current trick word flashcards

		<ul style="list-style-type: none"> • Word play: review syllable division, write 2 syllable words on board and students practice scooping syllables, review adding suffixes to multisyllabic words • echo/find letters & sounds: dictate long and short vowel sounds and students point to letters in their letter boards • Dictation (dry erase): dictate 3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence
Day 2: Students will review syllable division when two vowels are separated by two consonants	<p>LRF 1.2</p> <p>LRF 1.3</p>	<ul style="list-style-type: none"> • Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and current trick word flashcards, r controlled vowel poster • Word of the day: submit, reteach syllable division rule related to two vowels separated by two consonants, add to student notebook • Make it fun: spelling race game • Dictation (composition book): dictate 3 sounds, 3 current words, 2 review word, 2 trick words, & 1 sentence
Day 3: Students will review two syllable base words and suffixes	<p>LRF 1.2</p> <p>LRF 1.3</p>	<ul style="list-style-type: none"> • Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and current trick word flashcards • Word of the day: disputes, reteach

		<p>two syllable base words and suffixes, add to student notebook</p> <ul style="list-style-type: none"> • Make it fun: suffix shuffle game • Dictation (dry erase): dictate 3 sounds, 3 current words, 1 review word, 2 trick words, & 1 sentence
Day 4: Students will practice reading and spelling trick words	<p>LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> • Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and current trick word flashcards, r controlled vowel poster • Word talk: read word of the day cards without tapping, display words and discuss structure • Teach trick words (reading): introduce words day, may, and way, use sentence frames to make sentence "You may go this way to lunch." • Teach trick words (spelling): write and skywrite new trick words and add to student notebook
Day 5: Students will take the spelling assessment	<p>RL.IT.1.3. LRF 1.2 LRF 1.3</p>	<ul style="list-style-type: none"> • Drill sounds warm up: point to standard sound cards and student identify letter keyword and sound, present the review and current trick word flashcards, r controlled vowel poster • Word talk: quickly read through word of the day cards • Storytime: sort narrative and non fiction books • Unit Test

Inclusive concepts

- The Foundations lessons allow for all levels to work together at their individual pace and level.