

Crest Memorial School Curriculum and Pacing Guide	
Grade: Second	Subject Area: ELA
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

- follow 504/IEP accommodations
- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems
- allow for use of pictures with dictation support
- create a word wall for reference

English Language Learners

- create visual word wall with labels
- highlight and define important vocabulary
- ask yes/no questions
- provide sentence frames or sentence stems

	<ul style="list-style-type: none"> ● allow for use of pictures with dictation support
Students At-Risk of Failure	<ul style="list-style-type: none"> ● Allow verbalization before writing ● Use audio materials when necessary ● Read tests aloud ● 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 ● Use mnemonic devices
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 ● Use audio materials when necessary ● Read tests aloud ● 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 ● Use mnemonic devices

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"> ● Fountas and Pinnell Benchmark Assessment
Alternative	<ul style="list-style-type: none"> ● Performance based assessments ● Wilson Foundations “Where to start Assessment”

Pacing Guide

Unit 1	10 days
Unit 2	10 days
Unit 3	5 days
Unit 4	10 days
Unit 5	10 days
Unit 6	10 days
Unit 7	15 days
Unit 8	5 days
Unit 9	10 days
Unit 10	10 days
Unit 11	10 days
Unit 12	5 days
Unit 13	10 days
Unit 14	10 days
Unit 15	10 days
Unit 16	5 days
Unit 17	10 days

Unit 1

- Students will be able to identify letter-keyword-sound for consonants and vowels
- Students will understand the concept of consonant digraphs

- Students will identify letter-keyword-sound for digraphs
- Students will understand the concept of digraph blends
- Students will identify the spelling of /k/ sound
- Students will label closed syllable type
- Sample words: quilt, elf, shred, kick, crush

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Standard sound cards ● Large sound cards ● Large dictation grid ● Unit resources ● Student notebooks ● Student composition books ● Syllable frames and suffix frames ● Trick word flash cards ● Foundations letter board and tiles ● Word of the day cards 	<ul style="list-style-type: none"> ● Echo and baby echo ● Pocket chart ● Dry erase markers and erasers ● Dry erase writing tablets ● Letter formation guide and poster ● R controlled vowel and vowel team poster ● Student Journals ● Home Support Packet

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p style="text-align: center;"><u>WEEK 1</u></p> <p>Day 1: students will be able to identify letter-keyword-sound for consonants and vowels</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill warm up: letter-name-sound quick drill for vowels and challenging sounds with large sound cards/standard sound cards ● Introduce new concepts: Review tapping to read cvc words, Review letter sounds for digraphs in words, Review marking digraph, Build nonsense words that follow cvc digraph

		<p>pattern</p> <ul style="list-style-type: none"> Color picture of digraphs and short vowels in student notebook
Day 2: Students will be able to identify letter-keyword-sound for consonants and vowels	<ul style="list-style-type: none"> L.WF.2.2. L.RF.2.3. L.WF.2.1 	<ul style="list-style-type: none"> Quick drill warm up: Letter-name-sound quick drill for vowels, qu, x, y and digraphs Word of the day: rich Add word of the day and sentence in student notebook vocabulary section Echo and receptively identify letters Practice tapping for spelling words Practice saying individual letter sounds words for spelling Tap words with /w/ sound
Day 3: Students will identify blends, digraphs, digraph blends, and three letter blends	<ul style="list-style-type: none"> L.WF.2.2. L.RF.2.3. L.WF.2.1 	<ul style="list-style-type: none"> Quick Drill warm up:Letter-name-sound quick drill for vowels, qu, x, y, digraphs, and any other challenging sounds Review blends, three letter blends, digraphs, digraph blends Build words with two and three letter blends and digraph blends
Day 4: Students will identify blends, digraphs, digraph blends, and three letter blends	<ul style="list-style-type: none"> L.WF.2.2. L.RF.2.3. L.WF.2.1 	<ul style="list-style-type: none"> Quick Drill warm up:Letter-name-sound quick drill for vowels, digraphs, qu, x, y, and any other challenging sounds Word of the day: shred Tap and read words with blends, digraph blends, and three letter blends Spelling Dictation (Dry Erase): dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
Day 5: Students will segment words into sounds	<ul style="list-style-type: none"> L.WF.2.2. L.RF.2.3. L.WF.2.1 	<ul style="list-style-type: none"> Quick Drill warm up:Letter-name-sound quick drill for vowels, digraphs, qu, x, y, and any other challenging sounds Pop Ups group activity:segment words into sounds Echo/Find Letters/Words on letter board

		<ul style="list-style-type: none"> ● Spelling using blank tiles
<p style="text-align: center;"><u>Week 2</u></p> <p>Day 1: Students will identify the spelling of /k/ sound</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill warm up: Letter-name-sound quick drill for vowels, digraphs, qu, x, y, and any other challenging sounds. ● Practice spelling words with /k/ sound on letter board ● Word of the day: flock ● Read words with blends, digraphs, and digraph blends: strip, blend, split, squid, drench
<p>Day 2: Students will identify the spelling of /k/ sound</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill warm up: Letter-name-sound quick drill for vowels, digraphs, qu, x, y, and any other challenging sounds ● Review trick words: they, one, said ● Practice spelling words with /k/ sound ● Spelling Dictation (Dry Erase): dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
<p>Day 3: Students will label closed syllable type</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill warm up: Letter-name-sound quick drill for vowels, digraphs, qu, x, y, and any other challenging sounds ● Review trick words: you your was ● Review closed syllable concept and marking for closed syllable ● Write words in student notebook: up, flash ● Spelling Dictation (Dry Erase): dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
<p>Day 4: Students will understand the concept of digraph blends</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill warm up: Letter-name-sound quick drill for vowels, digraphs, qu, x, y, and any other challenging sounds ● Practice reading and spelling trick words: you, your, they, was, one, said ● Word of the day: blend ● Read words and identify digraphs and

		blends <ul style="list-style-type: none"> • Spelling dictation (composition book) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
Day 5: Students will take spelling assessment	<ul style="list-style-type: none"> • L.WF.2.2. • L.RF.2.3. • L.WF.2.1 	<ul style="list-style-type: none"> • Quick Drill warm up: letter -name-sound warm up for vowels, new or challenging sounds, and 4-5 other consonants • Unit Test

Inclusive concepts

- The Foundations lessons allow for all levels to work together at their individual pace and level.
- Teacher can differentiate skills amongst students
- Weekly check ups allow for adjustments based on student needs

Unit 2

- Students will learn bonus letter spelling rule, ff, ll, ss, and sometimes zz
- Students will learn glued sounds: all, am, an, ang, ing, ong, ung, ank, ink, onk, unk
- Students will practice blending and reading words with glued sounds
- Students will practice segmenting and spelling words with bonus letters and glued sounds
- Students will practice fluent passage reading and prosody
- Students will practice story retelling
- Students will learn r controlled vowel sounds: ar, er, ir, or, ur
- Trick Words: shall, pull, full, both, talk, walk
- Sample Words: spill, string, stand, toss

Core Instructional Materials

- Standard sound cards
- Large sound cards
- Large dictation grid

Supplemental Materials

- Echo and baby echo
- Pocket chart
- Dry erase markers and erasers
- Dry erase writing tablets

<ul style="list-style-type: none"> ● Unit resources ● Student notebooks ● Student composition books ● Syllable frames and suffix frames ● Trick word flash cards ● Foundations letter board and tiles ● Word of the day cards 	<ul style="list-style-type: none"> ● Letter formation guide and poster ● R controlled vowel and vowel team poster ● Student Journals ● Home Support Packet
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Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p style="text-align: center;"><u>Week 1</u></p> <p>Day 1: Students will learn bonus letter and glued sound spelling rule</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill warm up:letter -name-sound warm up for vowels, new or challenging sounds, and 4-5 other consonants ● Introduction to bonus letters ff, ll, ss ● Introduction to glued sound all ● Add examples of bonus letter words to student notebook ● Introduce trick words shall, full, pull
<p>Day 2: Students will practice blending and reading words with bonus letter and glued sound spelling rule</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 ● RL.CR.2.1 	<ul style="list-style-type: none"> ● Quick Drill warm up:letter -name-sound warm up for vowels, new or challenging sounds, and 4-5 other consonants ● Build the word of the day: toss ● Introduce bonus letter ff, ll, ss ● Use magnet tiles to spell words with bonus letters ● Read story "Skip is sick" and discuss characters setting problem and solution
<p>Day 3: Students will learn r controlled vowel sounds</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill warm up:letter -name-sound warm up for vowels, new or challenging sounds, and 4-5 other consonants ● Introduction to r controlled vowels /ar/ and /or/ ● Word of the day: stall ● Spelling dictation (dry erase) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence

		from unit resources
Day 4: Students will practice spelling words with bonus letters and glued sounds.	<ul style="list-style-type: none"> • L.WF.2.2. • L.RF.2.3. • L.WF.2.1 • RL.CR.2.1 	<ul style="list-style-type: none"> • Quick Drill warm up:letter -name-sound warm up for vowels, new or challenging sounds, and 4-5 other consonants • Read story "Skip is sick" and summarize • Dictation (composition book) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
Day 5: Students will practice reading and spelling words with bonus letters and glued sounds	<ul style="list-style-type: none"> • L.WF.2.2. • L.RF.2.3. • L.WF.2.1 	<ul style="list-style-type: none"> • Quick Drill warm up:letter -name-sound warm up for vowels, new or challenging sounds, and 4-5 other consonants • Review and practice trick words shall, full, pull • Make it Fun Partner Activity: Buy one get one free game • Dictation (composition book) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
<u>Week 2</u> Day 1: Students will learn glued sounds spelling rule	<ul style="list-style-type: none"> • L.WF.2.2. • L.RF.2.3. • L.WF.2.1 	<ul style="list-style-type: none"> • Quick Drill warm up:letter -name-sound warm up for vowels, new or challenging sounds, and 4-5 other consonants • Introduction to glued sounds /am/ /an/ /ang/ /ong/ /ing/ /ung/ /ank/ /onk/ /ink/ /unk/ • Introduce trick words both, talk, walk • Echo and find letters and words with glued sounds
Day 2: Students will practice spelling words with glued sounds	<ul style="list-style-type: none"> • L.WF.2.2. • L.RF.2.3. • L.WF.2.1 	<ul style="list-style-type: none"> • Quick Drill warm up:letter -name-sound warm up for vowels, new or challenging sounds, and 4-5 other consonants • Word of the day: chunk • Dictation (dry erase) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources

Inclusive concepts

- The Foundations lessons allow for all levels to work together at their individual pace and level.
- Teacher can differentiate skills amongst students
- Weekly check ups allow for adjustments based on student needs

Unit 3

- Students will learn the concept of closed syllable exception (glued sounds ild, ind, old, olt, ost)
- Students will learn vowel teams for reading (ai, ay, ea, ee, ey, oi, oy)
- Students will practice story retelling

- Students will practice fluent passage reading
- Trick Words: done, goes, pretty
- Sample Words: wild, find, cold, colt, post

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Standard sound cards ● Large sound cards ● Large dictation grid ● Unit resources ● Student notebooks ● Student composition books ● Syllable frames and suffix frames ● Trick word flash cards ● Foundations letter board and tiles ● Word of the day cards 	<ul style="list-style-type: none"> ● Echo and baby echo ● Pocket chart ● Dry erase markers and erasers ● Dry erase writing tablets ● Letter formation guide and poster ● R controlled vowel and vowel team poster ● Student Journals ● Home Support Packet

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p>Day 1: Students will learn the closed syllable concept, emphasizing its effect on the vowel sound</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Introduction to closed syllable exceptions: old, ild, ind, olt, ost ● Introduction to marking closed syllable exceptions ● Practice spelling/ echo and find words using magnetic letters or standard sound cards
<p>Day 2: Students will learn vowel team ai, ay Students will practice reading and spelling words with closed syllable exception</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Review R controlled vowel poster ● Introduction to vowel team concept

		<ul style="list-style-type: none"> ● Introduce letter keyword sound for vowel team ai, ay ● echo/find letters and words from unit 3 resources (including closed syllable exception)
Day 3: Students will learn vowel team ee, ea, ey	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Introduction to letter keyword sound for vowel teams ee, ea, ey ● Word of the day: mind ● Review concept of closed syllable exception ● Dictation (Dry Erase) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
Day 4: Students will learn vowel team oi, oy	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Introduction to letter keyword sound for vowel teams oi, oy ● Practice and review trick words: done, goes, pretty ● Dictation (composition book) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
Day 5: Students will take spelling Assessment	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Unit Test

Inclusive concepts

- The Foundations lessons allow for all levels to work together at their individual pace and level.
- Teacher can differentiate skills amongst students
- Weekly check ups allow for adjustments based on student needs

Unit 4

- Students will review suffixes -s, -es, -ed, -ing
- Students will learn additional sounds of -ed suffix /d/, /t/
- Students will learn comparison suffixes -er, -est
- Students will practice spelling procedure for words with suffixes
- Students will learn how to form plurals and past and present verbs
- Students will practice fluent passage reading
- Students will learn vowel teams oa, oe, ow, ou, oo, ue, ew
- Trick words: again, please, animal, sure, use, used
- Sample words: stronger, tallest, spilled, passed

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Standard sound cards ● Large sound cards ● Large dictation grid ● Unit resources ● Student notebooks ● Student composition books ● Syllable frames and suffix frames ● Trick word flash cards ● Foundations letter board and tiles ● Word of the day cards 	<ul style="list-style-type: none"> ● Echo and baby echo ● Pocket chart ● Dry erase markers and erasers ● Dry erase writing tablets ● Letter formation guide and poster ● R controlled vowel and vowel team poster ● Student Journals ● Home Support Packet

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p style="text-align: center;"><u>Week 1</u></p> <p>Day 1: students will review concept of baseword and suffix -s, -es, Students will review concept of suffix -ing, -ed, Students will learn suffix -er, -est</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Introduce new concept of baseword and suffixes: -es, -s ● Review concept of suffix -ed: added to

		<p>words to show that an action has already happened in the past by building word rent/rented</p> <ul style="list-style-type: none"> • Review concept of suffix -ing: added to words to show that an action is happening now • Introduce comparison suffixes -er and -est using suffix frames • Review marking base word and suffix by underlining base word and circling the suffix
Day 2-4: students will practice spelling words with suffixes	<ul style="list-style-type: none"> • L.WF.2.2. • L.RF.2.3. • L.WF.2.1 	<ul style="list-style-type: none"> • Quick Drill: Letter name sound warm up for vowels, new or challenging sounds, and 4-5 consonants for review • Review r controlled vowel poster • Word of the day: thicker (day 2) softest (day 3) • Use standard sound cards to build multiple words with suffixes practice tapping/reading • Introduce trick words: again, please, animal • Review and practice previously taught trick words • Practice spelling words with suffixes (white boards and/or composition book) from unit 4 resources
Day 5: students will review vowel teams -oa, -oe, -ow	<ul style="list-style-type: none"> • L.WF.2.2. • L.RF.2.3. • L.WF.2.1 	<ul style="list-style-type: none"> • Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review • Introduce letter keyword sound for vowel teams -oa, -oe, -ow • Make and discuss meaning of words with suffixes • Dictation (check up) in composition notebook to check for understanding of base word and suffix concept
<p style="text-align: center;"><u>Week 2:</u></p> <p>Day 1 and 2: students will learn addition</p>	<ul style="list-style-type: none"> • L.WF.2.2. 	<ul style="list-style-type: none"> • Quick Drill: Letter sound name warm up for vowels, new or challenging sounds,

sounds for suffix -ed	<ul style="list-style-type: none"> ● L.RF.2.3. ● L.WF.2.1 	<p>and 4-5 consonants for review</p> <ul style="list-style-type: none"> ● Review r controlled vowel poster ● Build words rented and jumped to emphasize that -ed can make /d/ /id/ or /t/ sound ● Word of the day: swelled (day 6) checked (day 7) ● Introduce trick words sure, use, and used ● Dictation (dry erase) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
Day 3: students will learn vowel teams -ou, -oo, -ue, -ew	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 ● RL.CR.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Introduce letter keyword sound for vowel teams -ou, -oo, -ue, -ew ● Storytime: read Wish Come True and have students find and list and mark up all the words with suffixes from the story
Day 4: Students will review and practice spelling words with suffixes	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Review all previously learned trick words ● Dictation composition book: dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
Day 5: Students will take spelling assessment	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Unit Test

Inclusive concepts

- The Foundations lessons allow for all levels to work together at their individual pace and level.
- Teacher can differentiate skills amongst students
- Weekly check ups allow for adjustments based on student needs

Unit 5

- Students will practice reading and spelling two syllable words
- Students will review syllable concept in multisyllabic words
- Students will learn concept of compound words
- Students will practice syllable division rules for dividing between two closed syllables
- Students will practice procedure for spelling words with more than one syllable
- Students will learn spelling of ic sound at the end of multisyllabic words
- Students will learn new suffixes ful ment ness less able en ish
- Students will learn to spell and read new prefixes mis un non dis trans
- Students will learn spelling for words with /au/ and /aw/ sounds
- Trick words: against, knew, know, always, often, once
- Sample words: catnip, habit, tonic, mascot, hundred, freshen, boldness

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Standard sound cards ● Large sound cards ● Large dictation grid ● Unit resources ● Student notebooks ● Student composition books ● Syllable frames and suffix frames ● Trick word flash cards ● Foundations letter board and tiles ● Word of the day cards 	<ul style="list-style-type: none"> ● Echo and baby echo ● Pocket chart ● Dry erase markers and erasers ● Dry erase writing tablets ● Letter formation guide and poster ● R controlled vowel and vowel team poster ● Student Journals ● Home Support Packet

Daily Targets	NJSLs Performance Expectations	Instructional Activities
<p><u>Week 1:</u></p>	<ul style="list-style-type: none"> ● L.WF.2.2. 	

<p>Day 1: Students will learn syllable division of multisyllabic words</p>	<ul style="list-style-type: none"> ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: letter name sound warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Review R Controlled vowel poster and vowel team poster ● Introduce new vowel teams -au and -aw ● Introduce concept of syllable division (compound words) using white syllable frames and unit words ● Students add example of multisyllabic word in student notebook ● Introduce trick words against, knew, and know and add to student notebook
<p>Day 2: Students will learn spelling rules for multisyllabic words</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 ● RL.CR.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter name sound warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Trick word review (all level 2 words taught thus far) ● Review r controlled vowel poster ● Word of the day: disrupt (review syllable division) ● Use standard sound cards to build multiple one syllable and multisyllabic words (practice tapping and scooping) ● Practice spelling multisyllabic words with magnetic letters ● Storytime: Story introduction "Hopscotch"
<p>Day 3: Students will learn the spelling concept for -ic at the end of multisyllabic words</p>	<ul style="list-style-type: none"> ● RL.CR.2.1 ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter name sound warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Trick word practice: current and 1-2 review words ● Introduce new concept of -ic at the end of multisyllable words ● Dictation using dry erase boards: dictate 3 sounds, 3 current words, 1

		<p>review word, 2 trick words and 1 sentence from unit resources</p> <ul style="list-style-type: none"> • Storytime: “Hopscotch” students try to make a movie with their minds
<p>Day 4: Students will learn the various sounds -ed can make</p>	<ul style="list-style-type: none"> • L.WF.2.2. • L.RF.2.3. • L.WF.2.1 	<ul style="list-style-type: none"> • Quick Drill: Letter name sound warm up • Review r controlled vowel poster • Build words rented and jumped to emphasize that -ed can make /d/ /id/ or /t/ sound • Word of the day: swelled (day 6) checked (day 7) • Introduce trick words sure, use, and used • Dictation (dry erase): dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resourcesdry erase boards using sounds/ words/sentences from unit resources
<p>Day 5: Students will learn vowel team patterns -ou, -oo, -ue, ew</p>	<ul style="list-style-type: none"> • L.WF.2.2. • L.RF.2.3. • L.WF.2.1 	<ul style="list-style-type: none"> • Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review • Introduce letter keyword sound for vowel teams -ou, -oo, -ue, -ew • Storytime: read Wish Come True and have students find and list and mark up all the words with suffixes from the story
<p style="text-align: center;"><u>Week 2:</u></p> <p>Day 1: Students will practice spelling multisyllabic words with suffixes</p>	<ul style="list-style-type: none"> • L.WF.2.2. • L.RF.2.3. • L.WF.2.1 	<ul style="list-style-type: none"> • Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review • Review all previously learned trick words • Dictation (composition book): dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
<p>Day 2: students will learn new suffixes -ful,</p>	<ul style="list-style-type: none"> • L.WF.2.2. 	<ul style="list-style-type: none"> • Quick Drill: Letter sound name warm up

<p>-less, -ment, -ness, -ish, -en, -able</p>	<ul style="list-style-type: none"> ● L.RF.2.3. ● L.WF.2.1 	<p>for vowels, new or challenging sounds, and 4-5 consonants for review</p> <ul style="list-style-type: none"> ● Word of the day: handful, reteach the concept of base word and suffix, add word to student notebook ● Teach trick words: always, often, and once, flash card though previously learned trick words and new words, add new words to student notebook ● Dictation (dry erase) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources ● Storytime: part 3 close reading of story "Hoopscotch" ask comprehension questions
<p>Day 3:students will practice reading and spelling words with baseword and suffix</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Trick word practice: current and 1-2 review words ● Word of the day: kindness, reteach the concept of baseword and suffix, add to student notebook ● Make it fun: prefix and definition game
<p>Day 4: students will practice spelling words with base word and suffix</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Dictation (composition book)dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources ● Storytime: reading fluency for storry "Hopscotch"
<p>Day 5: Students will take spelling assessment</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Unit Test

Inclusive concepts

- The Foundations lessons allow for all levels to work together at their individual pace and level.
- Teacher can differentiate skills amongst students
- Weekly check ups allow for adjustments based on student needs

Unit 6

- Students will review vowel-consonant-e syllables
- Students will learn the various sounds of letter s (/s/ and /z/)
- Students will learn spelling option procedure
- Students will read and spell two syllable words with close and vowel consonant e syllables
- Students will learn compound words
- Students will learn the vowel-consonant-e exception (-ive) and (-ive) as a suffix
- Trick words: only, house, move, right, place, together
- Sample words: hope, confuse, reptile, olive, inventive

Core Instructional Materials

- Standard sound cards
- Large sound cards
- Large dictation grid
- Unit resources
- Student notebooks
- Student composition books
- Syllable frames and suffix frames
- Trick word flash cards
- Foundations letter board and tiles
- Word of the day cards

Supplemental Materials

- Echo and baby echo
- Pocket chart
- Dry erase markers and erasers
- Dry erase writing tablets
- Letter formation guide and poster
- R controlled vowel and vowel team poster
- Student Journals
- Home Support Packet

Daily Targets

Week 1:
Day 1: Students will learn long vowel sounds in one syllable words

NJSLS Performance Expectations

- L.WF.2.2.
- L.RF.2.3.
- L.WF.2.1

Instructional Activities

- Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review

		<ul style="list-style-type: none"> ● Introduce New Concept: review vowel consonant-e syllable, review long vowel sounds, teach students to mark words, student notebook entry ● Teach Trick Words: only, house, move
Day 2: Students will review v-e syllables	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Word of the Day: doze ● Introduce New Concepts: review echo/find letters, review spelling of v-e syllables, teach spelling of /k/ sound in v-e syllables
Day 3: Students will read v-e words with suffixes	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 ● RL.CR.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Introduce new concepts: teach reading of v-e words with suffixes, teach spelling of v-e words with suffixes ● Dictation (dry erase) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources ● Storytime: <u>Babe Ruth</u> story introduction
Day 4: Students will review and spell v-e words with /z/ sound	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Introduce new concepts: review the sound /z/, teach spelling options for /z/ ● Dictation (composition book): dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
Day 5: Students will practice spelling words with v-e syllable	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Make it fun: Stand up/ Sit down Game for v-e syllable

		<ul style="list-style-type: none"> ● Word of the day: rise ● Trick word practice (current and review words) ● Dictation (day 5 check up) composition book: dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
<p style="text-align: center;"><u>Week 2:</u></p> <p>Day 1: Students will read two syllable words with v-e syllables</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 ● RL.CR.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Introduce new concepts: teach reading of two-syllable words with v-e syllables ● Teach Trick Words: right, place, together ● Storytime: digging deeper close reading of story <u>Babe Ruth</u>
<p>Day 2: Students will learn vowel-consonant-e exception rule</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Word of the day: reptile ● Introduce new concepts: teach vowel-consonant-e exception, teach suffix -ive
<p>Day 3: Students will differentiate between the types of syllables and exceptions</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Word of the day: adjective ● Make it fun: activity to reinforce the types of syllables and exceptions ● Dictation (dry erase): dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
<p>Day 4: Students will practice reading and spelling words and stories with vowel consonant e exception</p>	<ul style="list-style-type: none"> ● RL.CR.2.1 ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Trick word practice: review and current trick words

		<ul style="list-style-type: none"> ● Dictation (composition book): dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources ● Storytime: practice silent and oral reading of story <u>Babe Ruth</u>
Day 5: Students will take spelling assessment	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Unit test

Inclusive concepts

- The Foundations lessons allow for all levels to work together at their individual pace and level.
- Teacher can differentiate skills amongst students
- Weekly check ups allow for adjustments based on student needs

Unit 7

- Students will learn the open syllable rule
- Students will practice reading and spelling words with y as a vowel
- Students will combine open syllables with closed and vowel consonant e syllables
- Students will additional syllable division rules
- Students will read and spell words with y, ly, ty suffixes
- Trick words: eight, large, change, city, every, family, night, carry, something,
- Sample words: no, music, relate, cry, baby, chilly

Core Instructional Materials

- Standard sound cards
- Large sound cards
- Large dictation grid
- Unit resources
- Student notebooks
- Student composition books

Supplemental Materials

- Echo and baby echo
- Pocket chart
- Dry erase markers and erasers
- Dry erase writing tablets
- Letter formation guide and poster
- R controlled vowel and vowel team poster
- Student Journals

- Syllable frames and suffix frames
- Trick word flash cards
- Foundations letter board and tiles
- Word of the day cards

- Home Support Packet

Daily Targets	NJSL Standards	Instructional Activities
<p style="text-align: center;"><u>Week 1:</u></p> <p>Day 1: Students will learn open syllable rule</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Introduce new concept: teach open syllable, marking open syllables, and keywords for long vowels ● Teach trick words: eight, large, change
<p>Day 2: Students will practice spelling words with long vowel sounds and open syllables</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Word of the day: shy ● Trick word practice: sky write current and review trick words ● Introduce new concept: teach echo/find letters for long vowel sounds, teach spelling for open syllables
<p>Day 3: Students will practice spelling trick words and read a story with open syllable patterns</p>	<ul style="list-style-type: none"> ● RL.CR.2.1 ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Trick word practice: gel word boards current and review trick words ● Make it fun: That's Nonsense Game ● Storytime: Read <u>Adjectives Are Handy</u>
<p>Day 4: Students will learn words with both open and closed syllables or vowel consonant e syllables at the end of the word</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Introduce new concepts: teach combining open syllables with closed and/or vowel-consonant-e syllables, tech open syllables at the end of words

		<ul style="list-style-type: none"> ● echo/find letters and words using letter boards
Day 5: Students will practice spelling words with open and closed syllables	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Word of the day: predict ● Trick word practice: gel word boards current and review trick words ● Dictation (composition book) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
<p style="text-align: center;"><u>Week 2:</u></p> Day 1: Students will learn the how to read and spell words with vowel y at the end of the word	<ul style="list-style-type: none"> ● RL.CR.2.1 ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Teach trick words: city, every, family ● Introduce new concepts: rules for the sounds of vowel y at the end of a word ● Storytime: Comprehension and Fluency of <u>Adjectives Are Handy</u>
Day 2: Students will practice spelling words with open and closed syllables	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Word of the day ● Trick word practice: gel word boards current and review trick words ● Echo/Find letters and words using letter boards
Day 3: Students will practice spelling words with open/closed syllables and vowel consonant e syllables	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Word of the day: duty ● Make it fun: Prefix Puzzle ● Dictation spelling practice (dry erase) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources

<p>Day 4: Students will review adjectives</p>	<ul style="list-style-type: none"> ● RL.CR.2.1 ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Word talk: Make and discuss words, read word of day card practice pack ● Dictation (composition book) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources ● Storytime: Reread <u>Adjectives Are Handy</u> discuss adjectives
<p>Day 5: Students will practice building and spelling words with closed and open syllables</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Word talk: make and discuss words, read word of the day car practice pack ● Trick word practice: gel board practice spelling trick words ● Dictation spelling check up (dry erase) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
<p style="text-align: center;"><u>Week 3:</u></p> <p>Day 1: Students will learn new suffixes -y, -ly, ty</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Teach trick words: night, carry, something ● Introduce new concepts: teach suffixes -y, -ly, -ty ● echo /find letters and sounds using standard sound cards
<p>Day 2: Students review new suffixes -y, -ly, -ty</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Trick word practice: practice spelling and reading current trick words ● Word of the day: safety ● Dictation (Dry erase) dictate 3 sounds, 3 current words, 1 review word, 2 trick

		words and 1 sentence from unit resources
Day 3: Students will review new suffixes -y, -ly, -ty	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review ● Word of the day: bravely, reteach concept of baseword and suffix ● Trick word practice: practice spelling and reading current trick words ● Make it fun: add a suffix to words to change the meaning
Day 4: Students will decode and spell words with suffixes, open syllables, and two syllables	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Word talk: read word of the day cards from practice pack, display words to decode and discuss new concepts ● Trick word practice: gel word boards for new and review trick words ● Dictation check up in composition book: dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
Day 5: Students will practice spelling words with open syllable, two syllables, and two syllables with long e sound	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Unit Test

Inclusive concepts

- The Foundations lessons allow for all levels to work together at their individual pace and level.
- Teacher can differentiate skills amongst students
- Weekly check ups allow for adjustments based on student needs

Unit 8

- Students will learn R controlled syllable type
- Students will learn the sounds of ar and or
- Students will learn r controlled syllables with other syllable types
- Trick words: world, answer, different
- Sample words: fort, part, orbit, party

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Standard sound cards ● Large sound cards ● Large dictation grid ● Unit resources ● Student notebooks ● Student composition books ● Syllable frames and suffix frames ● Trick word flash cards ● Foundations letter board and tiles ● Word of the day cards 	<ul style="list-style-type: none"> ● Echo and baby echo ● Pocket chart ● Dry erase markers and erasers ● Dry erase writing tablets ● Letter formation guide and poster ● R controlled vowel and vowel team poster ● Student Journals ● Home Support Packet

Daily Targets	NJSL Standards	Instructional Activities
Day 1: Students will learn r controlled sounds, marking, and syllable division	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Introduce new concepts: teach r controlled sounds (ar, or), marking for r controlled syllables, combining r controlled syllables with other syllable types, and syllable division ● Teach trick words: world, answer, different
Day 2: Students will practice spelling words	<ul style="list-style-type: none"> ● L.WF.2.2. 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up

with ar and or	<ul style="list-style-type: none"> ● L.RF.2.3. ● L.WF.2.1 	<p>for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster</p> <ul style="list-style-type: none"> ● Word of the day: harm ● Make it fun: sound switch ● Introduce new concepts: teach spelling using ar and or tiles, teach spellings of /or/
Day 3: Students will practice choral reading and spelling words with ar and or	<ul style="list-style-type: none"> ● RL.CR.2.1 ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Storytime: <u>Changing Places</u> ● Trick word practice: gel word boards for new and review words ● Dictation (dry erase boards) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
Day 4: Students will review syllable division	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Word of the day: forbid ● Trick word practice: read and spell current and review trick words ● Dictation (composition book) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
Day 5: Students will take unit assessment	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Unit Test

Unit 9

- Students will learn the sound of er, ir, and ur
- Students will learn the spelling option procedure for the /er/ sound
- Students will practice combining r controlled syllables with er, ir, and ur with other syllable types
- Students will learn dictionary skills
- Trick words: picture, learn, earth, father, brother, mother
- Sample words: burst, termite, dirty

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Standard sound cards ● Large sound cards ● Large dictation grid ● Unit resources ● Student notebooks ● Student composition books ● Syllable frames and suffix frames ● Trick word flash cards ● Foundations letter board and tiles ● Word of the day cards 	<ul style="list-style-type: none"> ● Echo and baby echo ● Pocket chart ● Dry erase markers and erasers ● Dry erase writing tablets ● Letter formation guide and poster ● R controlled vowel and vowel team poster ● Student Journals ● Home Support Packet

Daily Targets	NJSL Standards	Instructional Activities
<p style="text-align: center;"><u>Week 1</u></p> <p>Day 1: Students will read and spell words with r controlled vowels</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Teach trick words: picture, learn, earth ● Introduce new concepts: review r controlled sounds er, ir, ur and teach spelling ● Dictation (dry erase) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources

<p>Day 2: Students will review concept of r controlled vowels and previously learned trick words</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Word of the day: verb ● Trick word practice: review flash cards ● Dictation (dry erase) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
<p>Day 3: Students will review concept of r controlled vowels and fluently read story with learned spelling pattern</p>	<ul style="list-style-type: none"> ● RL.CR.2.1 ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Word of the day: squirm ● Make it fun activity: spelling vote game ● Storytime: introduce story “The Red Planet” ask discussion questions
<p>Day 4: Students will practice spelling words with r controlled vowels</p>	<ul style="list-style-type: none"> ● RL.CR.2.1 ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Storytime: practice making a movie and sketching “The Red Planet” ● Trick word practice: practice spelling review and current trick words, review flash cards ● Dictation (composition book) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
<p>Day 5: Students will practice reading and spelling words with r controlled vowels</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Word talk: decode and discuss meaning of words from word of the day cards ● Trick word practice: practice spelling

		<p>and review current trick words, review flash cards</p> <ul style="list-style-type: none"> • Dictation (day 5 spelling check up in composition book) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
<p><u>Week 2:</u> Day 1: Students will learn how to combine er, ir, and ur with other syllable types</p>	<ul style="list-style-type: none"> • RL.CR.2.1 • L.WF.2.2. • L.RF.2.3. • L.WF.2.1 	<ul style="list-style-type: none"> • Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster • Storytime: reread “The Red Planet” and practice retelling • Introduce new concepts: combining er, ir, and ur with other syllable types • Teach trick words: father, brother, mother
<p>Day 2: Students will practice spelling words with r controlled vowels</p>	<ul style="list-style-type: none"> • RL.CR.2.1 • L.WF.2.2. • L.RF.2.3. • L.WF.2.1 	<ul style="list-style-type: none"> • Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster • Word of the day: thirsty • echo/find letters and words with er, ir, ur and multisyllable words • Storytime: practice reading fluency of the story “The Red Planet”
<p>Day 3: Students will practice spelling words with r controlled vowels</p>	<ul style="list-style-type: none"> • L.WF.2.2. • L.RF.2.3. • L.WF.2.1 	<ul style="list-style-type: none"> • Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster • Trick word practice: practice spelling and review current trick words, review flash cards • Make it fun: Thats Nonsense game • Dictation (dry erase) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources

<p>Day 4: students will practice spelling and reading words with r controlled syllable</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Word of the day: return, reteach r controlled syllable ● Trick word practice practice spelling and review current trick words, review flash cards ● Dictation (composition book) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
<p>Day 5: Students will take the spelling assessment</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Unit Assessment

Inclusive concepts

- The Foundations lessons allow for all levels to work together at their individual pace and level.
- Teacher can differentiate skills amongst students
- Weekly check ups allow for adjustments based on student needs

Unit 10

- Students will learn the double vowel syllable type
- Students will learn the sounds for ai and ay
- Students will learn spelling option procedure for long a sound
- Students will learn to combine all syllable types
- Students will learn homophones
- Trick words: great, country, away, America, school, thought
- Sample words: paint, display

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Standard sound cards ● Large sound cards ● Large dictation grid ● Unit resources ● Student notebooks ● Student composition books ● Syllable frames and suffix frames ● Trick word flash cards ● Foundations letter board and tiles ● Word of the day cards 	<ul style="list-style-type: none"> ● Echo and baby echo ● Pocket chart ● Dry erase markers and erasers ● Dry erase writing tablets ● Letter formation guide and poster ● R controlled vowel and vowel team poster ● Student Journals ● Home Support Packet

Daily Targets	NJSL Standards	Instructional Activities
<p style="text-align: center;"><u>Week 1</u></p> <p>Day 1: Students will learn the sounds for ai and ay. Students will learn the double syllable type</p>	<ul style="list-style-type: none"> ● RL.CR.2.1 ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Introduce new concepts: review sounds ai and ay, teach the double syllable type and marking for double vowel syllable ● Teach trick words: great, county, away ● Storytime: story introduction “Cursive Letters” and ask students basic comprehension questions
<p>Day 2: Students will learn the spelling options for long a</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Word of the day: drain, review the concept of ai for long a ● Introduce new concepts: teach echo/find letters ai and ay to letter boards and discuss when to use each

		vowel team
Day 3: Students will learn homophones	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Introduce new concepts: teach homophones using words main and mane ● Make it fun: sentence challenge, make sentences using homophone pairs ● Spelling Dictation (dry erase) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
Day 4: Students will review spelling options for long a	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Word of the day: sway, discuss ay for long a and marking the syllable type ● Trick word practice: practice spelling review and current trick words and practice reading trick word flash cards ● Spelling Dictation (composition book) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
Day 5: Students will practice spelling words with ai and ay	<ul style="list-style-type: none"> ● RL.CR.2.1 ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Word talk: make and discuss words using standard sound cards ● Storytime: part 2 making a movie for story "Cursive Letters" ● Spelling dictation (day 5 check up in composition book) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit

		resources
<p style="text-align: center;"><u>Week 2</u></p> <p>Day 1: students will learn how to combine double vowel syllables with other syllable types</p>	<ul style="list-style-type: none"> ● RL.CR.2.1 ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Storytime: part 3 digging deeper close reading of story "Cursive Letters" ● Teach trick words: America, school, thought ● Introduce new concept: teach combining double vowel syllables with other syllable types, spelling multisyllabic words with spelling options
<p>Day 2: students will review the double vowel syllable and division and the sound of ai</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Word of the day: complain, reteach the double vowel syllable, syllable division, and the sound of ai ● Trick word practice: practice spelling current and review trick words, read trick word flash cards ● echo/find letters and words with ai and ay
<p>Day 3: Students will identify syllable types</p>	<ul style="list-style-type: none"> ● RL.CR.2.1 ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Make it fun: syllable hunt game ● Spelling dictation (dry erase) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources ● Storytime: part 4 reading fluently "Cursive Letters"
<p>Day 4: Students will review the double vowel syllable and the sound of ay</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds,

	<ul style="list-style-type: none"> • L.WF.2.1 	<p>and 4-5 consonants for review, R controlled vowel poster</p> <ul style="list-style-type: none"> • Word of the day: delay, reteach the double syllable, the sound of ay, and the rule for using ay • Trick word practice: read and spell current and review trick words
Day 5: Students will take unit assessment	<ul style="list-style-type: none"> • L.WF.2.2. • L.RF.2.3. • L.WF.2.1 	<ul style="list-style-type: none"> • Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster • Unit assessment

Inclusive concepts

- The Foundations lessons allow for all levels to work together at their individual pace and level.
- Teacher can differentiate skills amongst students
- Weekly check ups allow for adjustments based on student needs

Unit 11

- Students will learn the sounds of ee, ea, and ey
- Students will practice the spelling option procedure for the long e sound
- Trick words: whose, won, son, breakfast, head, ready
- Sample words: cheap, keep, chimney

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> • Standard sound cards • Large sound cards • Large dictation grid • Unit resources • Student notebooks • Student composition books 	<ul style="list-style-type: none"> • Echo and baby echo • Pocket chart • Dry erase markers and erasers • Dry erase writing tablets • Letter formation guide and poster • R controlled vowel and vowel team poster • Student Journals

- Syllable frames and suffix frames
- Trick word flash cards
- Foundations letter board and tiles
- Word of the day cards

- Home Support Packet

Daily Targets	NJSL Standards	Instructional Activities
<p style="text-align: center;"><u>Week 1</u></p> <p>Day 1: Students will learn the sounds for ee, ea, and ey</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Introduce new concepts: review the sounds of ee, ea, and ey with large sound cards, build words with long e and discuss ● Student notebook entry: color keyword/picture for ee, ea, and ey ● Storytime: part 1 read the story "Winter Daydream" ask comprehension questions ● Teach trick words: whose, won, and son
<p>Day 2: Students will review the sounds for ee, ea, and ey</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Word of the day: heal, review homophones and the difference between heal and heel, add to student notebook ● Trick word practice: read and spell current and review trick words ● Introduce new concept: teach letter combinations that make long e sound, teach the spelling of long e for feed
<p>Day 3: Students will review homophones and practice spelling words with ee, ea, and ey</p>	<ul style="list-style-type: none"> ● RL.CR.2.1 ● L.WF.2.2. 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds,

	<ul style="list-style-type: none"> ● L.RF.2.3. ● L.WF.2.1 	<p>and 4-5 consonants for review, R controlled vowel poster</p> <ul style="list-style-type: none"> ● Introduce new concepts: reteach homophones using words week and weak ● Storytime: part 2 “Winter Day” making a movie, turn words into images ● Spelling dictation (dry erase) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
Day 4: Students will practice spelling words with ee, ea, and ey	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Word of the day: speech, add to student notebook ● Trick word practice: read and spell current and review trick words ● Spelling dictation (composition book) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
Day 5: Students will review spelling rules for long e words with ee, ea, and ey	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Word talk: make a discuss 4-5 words from word of the day card pack ● Trick word practice read and spell current and review trick words ● Spelling dictation (day 5 check up in composition book) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
<p style="text-align: center;"><u>Week 2</u></p> Day 1: Students will learn multisyllabic reading and spelling rules	<ul style="list-style-type: none"> ● RL.CR.2.1 ● L.WF.2.2. 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R

	<ul style="list-style-type: none"> ● L.RF.2.3. ● L.WF.2.1 	<p>controlled vowel poster</p> <ul style="list-style-type: none"> ● Introduce new concepts: teach multisyllabic reading and spelling with words silly, chimney, donkey, referee ● Storytime: part 3 close reading "Winter Daydream" ● Teach trick words: breakfast, head, ready and add to student notebook
Day 2: Students will review all syllable types	<ul style="list-style-type: none"> ● RL.CR.2.1 ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Introduce new concepts: review all syllable types ● Word of the day: valley, review double vowel syllable, the sound of ey, and the spelling rules for the long e sound, add to student notebook ● Trick word practice: read and spell practice and review trick words ● Storytime: part 4 read fluently "Winter Daydream" ● Optional Writing about something you like to daydream about
Day 3: Students will review the double vowel syllable and practice reading/spelling words with ee, ea, ey	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Word of the day: greedy, reteach the double vowel syllable and the sound of ee, add to student notebook ● Make it fun: hangman with words that have ee, ea, and ey ● Spelling dictation (dry erase) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
Day 4: Students will practice spelling words with ee, ea, and ey	<ul style="list-style-type: none"> ● L.WF.2.2. 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds,

	<ul style="list-style-type: none"> • L.RF.2.3. • L.WF.2.1 	<p>and 4-5 consonants for review, R controlled vowel poster</p> <ul style="list-style-type: none"> • Word talk: make and discuss words from word of the day practice pack • Trick word practice: read and spell current and review trick words • Spelling dictation (composition book) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
Day 5: Students will take spelling assessment	<ul style="list-style-type: none"> • L.WF.2.2. • L.RF.2.3. • L.WF.2.1 	<ul style="list-style-type: none"> • Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster • Unit test

Inclusive concepts

- The Foundations lessons allow for all levels to work together at their individual pace and level.
- Teacher can differentiate skills amongst students
- Weekly check ups allow for adjustments based on student needs

Unit 12

- Students will learn the sounds of oi and oy
- Students will learn spelling generalizations for /oi/ sound
- Trick words: favorite, early, ocean
- Sample words: moist, toys, paperboy

Core Instructional Materials

- Standard sound cards
- Large sound cards
- Large dictation grid
- Unit resources

Supplemental Materials

- Echo and baby echo
- Pocket chart
- Dry erase markers and erasers
- Dry erase writing tablets
- Letter formation guide and poster

<ul style="list-style-type: none"> ● Student notebooks ● Student composition books ● Syllable frames and suffix frames ● Trick word flash cards ● Foundations letter board and tiles ● Word of the day cards 	<ul style="list-style-type: none"> ● R controlled vowel and vowel team poster ● Student Journals ● Home Support Packet
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Daily Targets	NJSLS Standards	Instructional Activities
Day 1: Students will learn the sounds of oi and oy	<ul style="list-style-type: none"> ● RL.CR.2.1 ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Introduce new concepts: introduce sounds oi, oy and build words for students to tap and read using sound cards ● Teach trick words: favorite, early, ocean ● Storytime: Read story "Surprise!" chorally discuss characters, setting, retelling main events
Day 2: Students will practice reading words with oi and oy and review irregularly spelled words	<ul style="list-style-type: none"> ● RL.CR.2.1 ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Storytime: close reading of story "Surprise!" with comprehension questions ● Trick word practice: current and review trick words from unit resources ● Introduce new concepts: add oi and oy to student letter boards. Explain that oy is used at the end of syllables while oi is used at the beginning or middle of syllables
Day 3: Students will review spelling rules for oi	<ul style="list-style-type: none"> ● L.WF.2.2. 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up

	<ul style="list-style-type: none"> ● L.RF.2.3. ● L.WF.2.1 	<p>for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster</p> <ul style="list-style-type: none"> ● Word of the day: <u>spoil</u>, Reteach concept of double vowel syllable and the sound of oi ● Dictation Spelling practice (dry erase) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources ● Make it Fun Activity: Vowel Sound Go Fish
Day 4: Students will review spelling rules for oy	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Word of the day: destroy, reteach double vowel syllable and the sound of oy ● Trick word practice: current and review trick words from unit resources ● Dictation (composition book) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
Day 5: Students will take the spelling assessment	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Unit test

Inclusive concepts

- The Foundations lessons allow for all levels to work together at their individual pace and level.
- Teacher can differentiate skills amongst students
- Weekly check ups allow for adjustments based on student needs

Unit 13

- Students will learn the long o sound of oa, oe, and ow
- Students will learn the use of spelling option procedure for /o/ sound
- Students will review suffix endings
- Trick words: Monday, Tuesday, cousin, lose, tomorrow, beautiful
- Sample words: road, doe, grown

Core Instructional Materials	Supplemental Materials
<ul style="list-style-type: none"> ● Standard sound cards ● Large sound cards ● Large dictation grid ● Unit resources ● Student notebooks ● Student composition books ● Syllable frames and suffix frames ● Trick word flash cards ● Foundations letter board and tiles ● Word of the day cards 	<ul style="list-style-type: none"> ● Echo and baby echo ● Pocket chart ● Dry erase markers and erasers ● Dry erase writing tablets ● Letter formation guide and poster ● R controlled vowel and vowel team poster ● Student Journals ● Home Support Packet

Daily Targets	NJSL Standards	Instructional Activities
<u>Week 1</u> Day 1: Students will learn the long o sound of oa oe and ow	<ul style="list-style-type: none"> ● RL.CR.2.1 ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Introduce new concept: introduce vowel combinations oa, oe, and ow ● Storytime: Read <u>Kellys Speed Quiz</u> and discuss characters, setting, problem, and solution ● Teach trick words Monday Tuesday and cousin
Day 2: Students will practice spelling words	<ul style="list-style-type: none"> ● L.WF.2.2. 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up

with oa oe and ow sounds	<ul style="list-style-type: none"> ● L.RF.2.3. ● L.WF.2.1 	<p>for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster</p> <ul style="list-style-type: none"> ● Trick word practice: practice reading and spelling current and review trick words ● Introduce new concepts: teach echo/find letters and words with oa oe and ow sounds
Day 3: Students will learn about homophones	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Word of the day: <u>coach</u>, reteach the double vowel syllable and the sound of oa ● Introduce new concepts: teach homophones ● Dictation spelling practice (dry erase) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
Day 4: Students will review the spelling rules for long o	<ul style="list-style-type: none"> ● RL.CR.2.1 ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Storytime: review the story <u>Kelly's Speed Quiz</u> ● Word of the day: Flow, reteach the double vowel syllable and the sound of ow ● Dictation spelling practice (composition book) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
Day 5: Students will practice reading and spelling words with oa, oe, and ow	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster

		<ul style="list-style-type: none"> ● Word talk: make and discuss words with long o sound ● Make it fun activity: You Rule Game ● Dictation spelling check up (composition book) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
<p style="text-align: center;"><u>Week 2</u></p> <p>Day 1: Students will practice reading words with ow</p>	<ul style="list-style-type: none"> ● RL.CR.2.1 ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Word of the day: follow, reteach the double vowel syllable and the sound of ow ● Teach trick words: lose, tomorrow, and beautiful ● Storytime: close reading of <u>Kelly's Speed Quiz</u> with inferencing comprehension questions
<p>Day 2: Students will review suffixes</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Trick word practice: current and review trick words ● Introduce new concepts: review suffixes ● echo/find letters and words with long o
<p>Day 3: Students will review the long o sound in words with oa</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Word of the day: foamy, reteach the double vowel syllable and the sound of oa ● Make it fun activity: beat the clock ● Dictation spelling activity (composition book) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and

		1 sentence from unit resources
Day 4: Students will practice spelling words with long o sound	<ul style="list-style-type: none"> ● RL.CR.2.1 ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Trick word practice: current and review trick words ● Dictation spelling practice (composition book) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources ● Storytime: read for fluency <u>Kelly's Speed Quiz</u>
Day 5: Students will take spelling assessment	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Unit Assessment

Inclusive concepts

- The Foundations lessons allow for all levels to work together at their individual pace and level.
- Teacher can differentiate skills amongst students
- Weekly check ups allow for adjustments based on student needs

Unit 14

- Students will learn the /ou/ sound of ou and ow
- Students will learn flexibility in sound choices for reading
- Students will learn generalizations of /ou/ sound
- Trick words: Wednesday, Thursday, Saturday, bought, brought, piece
- Sample words: sound, cloud, drown, plow

Core Instructional Materials

Supplemental Materials

<ul style="list-style-type: none"> ● Standard sound cards ● Large sound cards ● Large dictation grid ● Unit resources ● Student notebooks ● Student composition books ● Syllable frames and suffix frames ● Trick word flash cards ● Foundations letter board and tiles ● Word of the day cards 	<ul style="list-style-type: none"> ● Echo and baby echo ● Pocket chart ● Dry erase markers and erasers ● Dry erase writing tablets ● Letter formation guide and poster ● R controlled vowel and vowel team poster ● Student Journals ● Home Support Packet
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Daily Targets	NJSLS Standards	Instructional Activities
<p><u>Week 1:</u> Day 1: Students will learn the /ou/ sound of ow</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Introduce new concepts: introduce the /ou/ sound of ow and reading words with sound options ● Teach trick words: Wednesday, Thursday, Saturday, add to student notebook
<p>Day 2: Students will learn the ou and ow spellings for /ou/ sound</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Trick word practice: read and spell current and review trick words ● Introduce new concepts: teach the /ou/ sound of ou, teach ou and ow spellings for /ou/ sound but only ow is at the end of a word or syllable
<p>Day 3: Students will practice spelling words with /ou/ sound</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R

		<p>controlled vowel poster</p> <ul style="list-style-type: none"> ● Make it fun: /ou/ charades ● Storytime: part 1 introduce story “Ross Gets Help” and ask comprehension questions ● Spelling dictation (dry erase) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
<p>Day 4: Students will review the double vowel syllable and the sound of ou</p>	<ul style="list-style-type: none"> ● RL.CR.2.1 ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Word of the day: noun, reteach the double vowel syllable and the sound of ou, add to student notebook ● Spelling dictation (composition book) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources ● Storytime: part 2 turning words into images for “Ross Gets Help”
<p>Day 5: Students will practice spelling words with /ou/ sound</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Trick word practice: read and spell current and review trick words ● Word talk: make and discuss words, flash cards with word of the day cards ● Spelling dictation (day 5 check up composition book) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
<p style="text-align: center;"><u>Week 2:</u></p> <p>Day 1: Students will practice the double vowel syllable and the sound of ow</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster

		<ul style="list-style-type: none"> • Word of the day: tower, reteach double vowel syllable and the sound of ow • Teach trick words: bought, brought, piece • echo/find letters and words using magnetic letter boards
Day 2: students will read and spell words with /ou/ sound	<ul style="list-style-type: none"> • RL.CR.2.1 • L.WF.2.2. • L.RF.2.3. • L.WF.2.1 	<ul style="list-style-type: none"> • Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster • Storytime: part 3 close reading of story "Ross Gets Help" with comprehension questions • Trick word practice: read and spell current and review trick words • Spelling Dictation (dry erase) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
Day 3: students will review the double vowel syllable and the sound of ow	<ul style="list-style-type: none"> • RL.CR.2.1 • L.WF.2.2. • L.RF.2.3. • L.WF.2.1 	<ul style="list-style-type: none"> • Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster • Word of the day: compound, review the double vowel syllable and the sound of ou • Spelling dictation (dry erase) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources • Storytime: reading fluently "Ross Gets Help"
Day 4: students will practice spelling words with /ou/ sound	<ul style="list-style-type: none"> • L.WF.2.2. • L.RF.2.3. • L.WF.2.1 	<ul style="list-style-type: none"> • Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster • Trick word practice: read and spell current and review trick words • Word talk: make and discuss words

		<p>from word of the day pack</p> <ul style="list-style-type: none"> • Spelling dictation (composition book) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
Day 5: Students will take the spelling assessment	<ul style="list-style-type: none"> • L.WF.2.2. • L.RF.2.3. • L.WF.2.1 	<ul style="list-style-type: none"> • Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster • Unit assessment

Inclusive concepts

- The Foundations lessons allow for all levels to work together at their individual pace and level.
- Teacher can differentiate skills amongst students
- Weekly check ups allow for adjustments based on student needs

Unit 15

- Students will learn the /u/ sound of oo, ou, ue, and ew
- Students will learn the sound of ue
- Students will learn the sound of oo
- Students will learn the spelling option procedure for /u/ and /u/ sounds
- Trick Words: January, February, July, enough, special, December
- Sample words: spoon, soup, overdue, blew, argue

Core Instructional Materials

- Standard sound cards
- Large sound cards
- Large dictation grid
- Unit resources
- Student notebooks
- Student composition books
- Syllable frames and suffix frames

Supplemental Materials

- Echo and baby echo
- Pocket chart
- Dry erase markers and erasers
- Dry erase writing tablets
- Letter formation guide and poster
- R controlled vowel and vowel team poster
- Student Journals
- Home Support Packet

- Trick word flash cards
- Foundations letter board and tiles
- Word of the day cards

Daily Targets	NJSL Standards	Instructional Activities
<p style="text-align: center;"><u>Week 1:</u></p> <p>Day1: students will learn the sound of ou, oo, ue, and ew</p>	<ul style="list-style-type: none"> • L.WF.2.2. • L.RF.2.3. • L.WF.2.1 	<ul style="list-style-type: none"> • Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster • Introduce new concepts: introduce /u/ sound ou, oo, ue, and ew and teach marking of sounds with scoop and d for double vowel combination • Teach trick words: January, February, July and add to student notebook
<p>Day 2: students will review the double vowel syllable and the sound of oo</p>	<ul style="list-style-type: none"> • L.WF.2.2. • L.RF.2.3. • L.WF.2.1 	<ul style="list-style-type: none"> • Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster • Word of the day: smooth, reteach the double vowel syllable and the sound of oo • Introduce new concepts: add the oo, ou,ew, and ue tiles to students letter boards, discuss spelling rules as students select correct tiles from board
<p>Day 3: students will read and spell words with ew sound</p>	<ul style="list-style-type: none"> • RL.CR.2.1 • L.WF.2.2. • L.RF.2.3. • L.WF.2.1 	<ul style="list-style-type: none"> • Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster • Word talk: make and discuss words from word of the day pack • Storytime: story introduction “The Rescue Team” read and ask comprehension questions • Spelling dictation (dry erase) dictate 3

		sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
Day 4: students will review the double vowel syllable and sounds of ou	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Word of the day: group, reteach the double vowel syllable and the sounds of ou ● Trick word practice: read and spell current and review trick words ● Spelling dictation (composition book) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
Day 5: students will practice reading and spelling words with double vowel syllable	<ul style="list-style-type: none"> ● RL.CR.2.1 ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Word talk: read word of the day practice pack and discuss word structure and meaning ● Storytime: read “The Rescue Team” and practice making a movie to sketch and retell ● Spelling dictation (day 5 check up in composition book) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
<p style="text-align: center;"><u>Week 2:</u></p> Day 1: students will discuss ue making ew sound	<ul style="list-style-type: none"> ● RL.CR.2.1 ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Teach trick words: enough, special, December add to student notebook ● Word of the day: rescue ● Storytime: digging deeper close

		reading "The Rescue Team"
Day 2: students will practice decoding words with ew sound	<ul style="list-style-type: none"> ● RL.CR.2.1 ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Trick word practice: read and spell current and review trick words ● echo/find letters and words: students echo sounds and find letters on their magnetic tile boards ● Storytime: reading fluency "The Rescue Team"
Day 3: students will review the double vowel syllable and sound of ew	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Word of the day: crew, reteach the double vowel syllable and the sound of ew ● Make it fun: syllable match activity ● Spelling dictation (dry erase) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
Day 4: students will practice reading and spelling words with ew sound	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Word talk: practice decoding words from word of the day pack and discuss meaning/structure ● Trick word practice: read and spell current and review trick words ● Spelling dictation (composition book) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
Day 5: students will take the spelling	<ul style="list-style-type: none"> ● L.WF.2.2. 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up

assessment	<ul style="list-style-type: none"> • L.RF.2.3. • L.WF.2.1 	for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster <ul style="list-style-type: none"> • Unit assessment
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Inclusive concepts

- The Foundations lessons allow for all levels to work together at their individual pace and level.
- Teacher can differentiate skills amongst students
- Weekly check ups allow for adjustments based on student needs

Unit 16

- Students will learn the sounds of au and aw
- Students will learn spelling generalizations for the /o/ sound
- Trick words: August, laugh, daughter
- Sample words: claw, aunt

Core Instructional Materials	Supplemental Materials
Standard sound cards (add au and aw to class display) Large sound cards Word of the day cards Trick word flash cards Magnetic tiles/boards Unit story Composition book Student notebook	Unit 16 letter and activity packet Student workbook Student journal

Daily Targets	NJSL Standards	Instructional Activities
Week 1: Day1: students will learn the sounds of aw and au	<ul style="list-style-type: none"> • RL.CR.2.1 • L.WF.2.2. • L.RF.2.3. • L.WF.2.1 	<ul style="list-style-type: none"> • Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster

		<ul style="list-style-type: none"> ● Introduce new concepts: introduce /o/ sound using aw and au sound cards ● Teach trick words: august, laugh, daughter, add to student notebook ● Storytime: read “The Sock Mystery” ask comprehension questions
Day 2: Students will practice reading and spelling words with double vowel syllable and the sound of au	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Word of the day: launch, reteach the double vowel syllable and the sound of au, add to student notebook ● Trick word practice: read and spell current and review trick words ● Introduce new concepts: teach echo/find words with au and aw including lawn. Discuss spelling options and spelling procedure.
Day 3: Students will practice reading and spelling words with double vowel syllable and the sound of aw	<ul style="list-style-type: none"> ● RL.CR.2.1 ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Word of the day: dawn, reteach the double vowel syllable and the sound of aw, add to student notebook ● Spelling dictation (dry erase) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources ● Storytime: close reading of story “The Sock Mystery” and discuss comprehension questions
Day 4: Students will review spelling options for aw and au sounds in words	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Trick word practice: practice reading and spelling current and review trick

		words <ul style="list-style-type: none"> • Spelling dictation (composition book) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
Day 5: Students will take the spelling assessment	<ul style="list-style-type: none"> • L.WF.2.2. • L.RF.2.3. • L.WF.2.1 	<ul style="list-style-type: none"> • Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster • Unit Assessment

Inclusive concepts

- The Foundations lessons allow for all levels to work together at their individual pace and level.
- Teacher can differentiate skills amongst students
- Weekly check ups allow for adjustments based on student needs

Unit 17

- Students will learn the consonant-le syllable type
- Students will learn how to spell words with consonant-le
- Students will review all 6 syllable types
- Trick words: trouble, couple, young
- Sample words: gobble, tumble, noble

Core Instructional Materials	Supplemental Materials
Standard sound cards (add au and aw to class display) Large sound cards Word of the day cards Trick word flash cards Magnetic tiles/boards Unit story Composition book Student notebook	Unit 16 letter and activity packet Student workbook Student journal

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Daily Targets	NJSL Standards	Instructional Activities
<p style="text-align: center;"><u>Week 1:</u></p> <p>Day 1: Students will learn the consonant-le syllable</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Introduce new concepts: introduce consonant-le syllable type, review closed syllable, open syllable, double vowel syllable, r controlled syllable ● Teach trick words: trouble, couple, young and add to student notebook
<p>Day 2: Students will practice spelling words with consonant-le syllable</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Word of the day: fable, discuss marking, add to student notebook ● Trick word practice: practice reading and spelling current and review trick words ● Introduce new concept: use magnetic letters/boards to practice spelling words with consonant-le syllable
<p>Day 3: Students will review syllable division and the consonant-le syllable</p>	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Word of the day: pebble, reteach syllable division and the consonant-le syllable, add to student notebook ● Make it fun: Thats Nonsense Game ● Spelling dictation (dry erase) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence

		from unit resources
Day 4: Students will read and identify words with consonant-le syllable	<ul style="list-style-type: none"> ● RL.CR.2.1 ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Storytime: introduce story "Aunts and Uncles" and ask comprehension questions ● Spelling dictation (composition book) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
Day 5: Students will practice spelling words with consonant-le syllable	<ul style="list-style-type: none"> ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Trick word practice: practice reading and spelling current and review trick words ● Word talk: make and discuss words using standard sound cards, read word of the day card practice pack ● Dictation (day 5 check up in composition book) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
<p style="text-align: center;"><u>Week 2:</u></p> Day 1: Students will learn to combine ck digraph with -le	<ul style="list-style-type: none"> ● RL.CR.2.1 ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Introduce new concepts: teach ckle in words such as tackle ● Spelling dictation (dry erase) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources ● Storytime: making a movie for story "Aunts and Uncles" draw sketches to

		represent main events of story and practice retelling
Day 2: Student will practice reading and spelling words with consonant -le	<ul style="list-style-type: none"> ● RL.CR.2.1 ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Word of the day: tackle, reteach syllable division and the consonant -le syllable ● Storytime: close reading of “Aunts and Uncles” ● Spelling dictation (dry erase) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources
Day 3: Students will review all syllable types	<ul style="list-style-type: none"> ● RL.CR.2.1 ● L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Make it fun: Look what I found Activity to review all syllable types ● echo/find letters and words with -le syllables ● Storytime: reading fluently “Aunts and Uncles”
Day 4: Students will review syllable division and the consonant -le syllable	<ul style="list-style-type: none"> L.WF.2.2. ● L.RF.2.3. ● L.WF.2.1 	<ul style="list-style-type: none"> ● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster ● Word of the day: handle, reteach syllable division and the consonant -le syllable, add to student notebook ● Trick word practice: practice reading and spelling current and review trick words ● Spelling dictation (composition book) dictate 3 sounds, 3 current words, 1 review word, 2 trick words and 1 sentence from unit resources

Day 5: Students will take the spelling assessment	<ul style="list-style-type: none">● L.WF.2.2.● L.RF.2.3.● L.WF.2.1	<ul style="list-style-type: none">● Quick Drill: Letter sound name warm up for vowels, new or challenging sounds, and 4-5 consonants for review, R controlled vowel poster● Unit Assessment
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Inclusive concepts

- The Foundations lessons allow for all levels to work together at their individual pace and level.
- Teacher can differentiate skills amongst students
- Weekly check ups allow for adjustments based on student needs