

ELA Skills Strand–Unit 1

Desired Results

Title of Unit: The Cat Bandit

- This unit focuses on reviewing various spellings with an emphasis on consonant sounds, one- and two-syllable words, and high-frequency Tricky Words.

Enduring Understandings

- Unit 1 will be a review for students who completed the Grade 1 CKLA program. In Unit 1, students will review: (1) a number of spellings from Grade 1 with an emphasis on consonant sounds; (2) one and two-syllable words; and (3) a number of high-frequency Tricky Words. They will also read new decodable stories from the Unit 1 Reader, The Cat Bandit.
- The primary focus on the Back-to-School lessons is to familiarize students with the lesson routines and activities in CKLA, rather than to teach specific skills. It is highly recommended to collect information and data about each student, including tasks and skills they perform easily, as well as any areas of potential difficulty. This information will be a useful supplement to the data from the Placement Assessment in Lessons 6–10.
- Review letter-sound correspondences
- Read and write words with short vowel sounds
- Read and spell Tricky Words from G1
- Read and write two-syllable words
- Read and spell words with suffixes -ing, -ed
- Read, write and pronounce words with past tense suffix -ed pronounced three different ways
- Spell grade-level words correctly
- Write sentences with correct capitalization and punctuation

Essential Questions

Lessons 1-5

How can we combine the sounds of individual letters to say a word?

Lessons 6-10

How does a student's decoding ability impact their overall reading comprehension?

Lessons 11-22

How does learning the tricky spellings help me decode unknown words?

How does identifying suffixes help me with knowing the tense of the verb?

How does applying the code help me spell grade level words correctly?

How do I write a complete sentence?

Guiding Questions

- How did each student score with the Placement assessments Lessons?
 - * You need to make an analysis of each student. This analysis will inform decisions as to whether students are ready to continue with Grade 2, Unit 2 instruction or whether other instruction is needed to ensure mastery of skills taught in CKLA at the Grade 1 level. It is important to identify code knowledge gaps now and address them rather than simply push students ahead through the CKLA Grade 2 materials.
- What skills do students remember from first grade and what need to be reviewed before moving on to the next unit.

Knowledge

● Vowel sounds are made with an open mouth and unobstructed flow of air. There are nineteen vowel sounds in English, and five are quickly reviewed in Unit 1. These are the single-letter spellings for the five “short” vowel sounds: • ‘o’ > /o/ (hop) • ‘e’ > /e/ (pet) • ‘a’ > /a/ (hat) • ‘i’ > /i/ (it) • ‘u’ > /u/ (but) In this unit, students are not asked to read words with vowel digraph spellings such as ‘ee’, ‘aw’, ‘oe’, and ‘ai’. They also are not asked to cope with tricky spellings for vowel sounds, like the letter ‘a’ which routinely stands for both /a/ (cat), /ae/ (table), /o/ (lava), and schwa (about). In the words and stories students encounter in Unit 1, the letter ‘a’ is always pronounced /a/ as in cat. The complexity surrounding vowel sounds and spellings is much reduced in Unit 1 because only the five spellings listed above are used.

● In Unit 1, the following spellings for consonant sounds are reviewed rapidly: • ‘t’ > /t/ (top), ‘tt’ > /t/ (sitting), and ‘ed’ > /t/ (asked) • ‘d’ > /d/ (dot), ‘dd’ > /d/ (add), and ‘ed’ > /d/ (filled) • ‘p’ > /p/ (pot) and ‘pp’ > /p/ (napping) • ‘b’ > /b/ (bat) and ‘bb’ > /b/ (rubbing) • ‘c’ > /k/ (cat), ‘k’ > /k/ (kid), ‘cc’ > /k/ (hiccup), and ‘ck’ > /k/ (black) • ‘g’ > /g/ (gift) and ‘gg’ > /g/ (egg) • ‘ch’ > /ch/ (chin) and ‘tch’ > /ch/ (itch) • ‘j’ > /g/

Skills

● Students will review the Tricky Words a, the, he, she, we, be, me, was, of, from, to, do, down, how, what, where, why, once, one, two, could, would, should, there, said, says, and word.

● Two-syllable words are reviewed in Unit 1 lessons. However, few two-syllable words are used in the Reader in order to keep readability levels as easy as possible for this first Reader in Grade 2.

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

(jump), 'g' > /g/ (gem), and 'ge' > /ge/ (fringe) • 'f' > /f/ (fit) and 'ff' > /f/ (stuff) • 'v' > /v/ (vet) and 've' > /v/ (twelve) 12 Skills 1 • 's' > /s/ (sun), 'ss' > /s/ (dress), 'c' > /s/ (cent), 'se' > /s/ (rinse), and 'ce' > /s/ (prince) • 'z' > /z/ (zip), 'zz' > /z/ (buzz), and 's' > /z/ (dogs) • 'th' > /th/ (thin) as a spelling for (unvoiced) /th/ • 'th' > /th/ (them) as a spelling for (voiced) /th/ • 'm' > /m/ (mad) and 'mm' > /m/ (swimming) • 'n' > /n/ (nut), 'nn' > /n/ (running), and 'kn' > /n/ (knock) • 'ng' > /ng/ (sing) and 'n' > /ng/ (pink) • 'sh' > /sh/ (shop) • 'h' > /h/ (hot) • 'w' > /w/ (wet) and 'wh' > /w/ (when) • 'l' > /l/ (lip) and 'll' > /l/ (bell) • 'r' > /r/ (red), 'rr' > /r/ (ferret), and 'wr' > /r/ (wrist) • 'y' > /y/ (yes) • 'x' > /x/ (tax) as a spelling for the sound combination /x/ (/k/ + /s/) • 'qu' > /qu/ (quit) as a spelling for the sound combination

Standards

Standards Instructed				Standards Assessed			
Reading	Writing	Speaking & Listening	Language	Reading	Writing	Speaking & Listening	Language
RL.2.1	W.2.2	SL.2.1	L.2.1	RL.2.1			L.2.1d
RL.2.2	W.2.3	SL.2.2	L.2.1d	RL.2.2			L.2.2d
RL.2.3		SL.2.6	L.2.1e	RL.2.3			
RL.2.5			L.2.1f	RL.2.5			
RL.2.7			L.2.2	RL.2.7			
RL.2.10			L.2.2d	RF.2.3a			
RF.2.3			L.2.3	RF.2.3d			
RF.2.3a			L.2.4	RF.2.3e			
RF.2.3b			L.2.4a	RF.2.3f			
RF.2.3c			L.2.4d	RF.2.4a			
RF.2.3d			L.2.4e	RF.2.4b			
RF.2.3e			L.2.5	RF.2.4c			
RF.2.3f			L.2.5a				
RF.2.4			L.2.5b				
RF.2.4a			L.2.6				
RF.2.4b							
RF.2.4c							

Assessment Evidence

- Placement Assessment—a comprehensive placement assessment of prerequisite skills needed for successful participation in Grade 2 CKLA instruction will be administered to all students during Lessons 6–10 of this unit.
- Formative Assessments are clearly marked for monitoring individual student performance and progress in key skills throughout the unit.
- Quick “Checks for Understanding” to evaluate classroom performance as a whole are also designated in various lessons. Careful attention to this information, collected on a daily basis, will enable teachers to quickly determine which students may benefit from reteaching and/or more practice in particular skills using the Additional Support activities found at the end of each lesson.
- Student Performance Assessment— administer a multi-part end-of-unit assessment. Students will be asked to independently read a new story in The Cat Bandit and then answer written comprehension questions about the selection. During the Dictation Identification Assessment, students will be asked to look at several words on the designated activity page and then circle the written word which matches the spoken word you say. The distractors included represent frequent sound/spelling confusions. Additional activity pages will be used to assess students’ skill in adding suffixes to root words and in correctly punctuating sentences.

Learning Plan

Learning Activities

- Dictation words using a dictation journal
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Resources

- Grade 2 Individual Code Chart
- Placement Planning Sheet—Unit 1
- Word Reading Assessment Word List—Unit 1
- Anecdotal Reading Record—Unit 1
- Discussion Questions Observation Record—Unit 1
- Sample Cat Bandit Chart
- Directions for analyzing student errors on Spelling Assessments
- Directions for analyzing student errors on the End-of-Unit Assessment
- Additional Support Activity Pages
- Activity Book Answer Key
- Appendix A: Overview of the Skills Strand

- Appendix B: Grade 2 Scope and Sequence
- Appendix C: Using Chunking to Decode Multisyllable Words