

CKLA Skills Unit Planning Template

<p>Grade: Second Grade</p>	<p>Unit Title: Skills 4</p>
<p>Unit Introduction: Read through the Unit Introduction and respond to the questions below.</p>	
<p>What foundational skills will students have to master to be successful in this unit? (e.g. the sound /m/ is spelled 'm', read and comprehend text containing the /m/ > 'm' sound-spelling correspondence, etc.)</p>	<p>RF.2.3</p> <ul style="list-style-type: none"> • Read words and write words with alternative vowel spellings <p>L.2.2</p> <ul style="list-style-type: none"> • Use capitalization, quotation marks, and ending punctuation correctly • Use apostrophes to show possession <p>L.2.1</p> <ul style="list-style-type: none"> • Identify and use irregular plural nouns • Use titles such as Mr., Mrs., and other proper nouns • Use past and present tense of the verb to be <p>RF.2.4</p> <ul style="list-style-type: none"> • Read grade level text in the decodable reader (The Job Hunt) with accuracy and automaticity <p>W.2.1 and W.2.5</p> <ul style="list-style-type: none"> • Use the writing process to compose a persuasive letter
<p>What does the introduction tell us to consider when teaching the unit? (e.g. tips on how to pronounce the two sounds that the 'th' spelling makes, tips on how to teach students to decode multisyllabic words, etc.)</p>	<p>Many opportunities are provided in this unit for review of the spelling alternatives. The specific sounds and spellings introduced for the first time in this unit are:</p> <ul style="list-style-type: none"> • /er/ spelled 'er' (her), 'ur' (hurt), 'ir' (bird) • /i/ spelled 'y' (myth)

(continued on next page)

	<ul style="list-style-type: none"> • /ie/ spelled ‘y’ (try), ‘igh’ (night) • /oe/ spelled ‘ow’ (snow) • /ee/ spelled ‘e’ (me), ‘y’ (funny), ‘ey’ (key) • /aw/ spelled ‘al’ (wall) <p>The following tricky spellings are taught in this unit: • ‘e’ can be pronounced /e/ (pet) or /ee/ (me) • ‘i’ can be pronounced /i/ (it) or /ie/ (biting) • ‘y’ can be pronounced /ee/ (funny), /i/ (myth), /ie/ (try), or /y/ (yes)</p> <p>Once again in this unit, included is direction for teachers to utilize a close reading approach with several stories from the Reader. These lessons are carefully crafted to focus the student on the text itself and precisely what meanings can be derived from close examination of said text.</p> <p>Weekly spelling lists and assessments continue in this unit. The spelling lists continue to be made up of words with letter-sound correspondences that students have already been introduced to in reading.</p>
<p>What additional materials are needed for the implementation of this unit?</p> <p>(e.g. pocket chart, index cards, world map, kitchen timer, etc.)</p>	<ul style="list-style-type: none"> • brown, green, and yellow paper; marker; and tape for Spelling Trees (1) • unruled 4” x 6” or 5” x 7” yellow index cards (1) • thin-tipped blue markers for each student (1) • thin-tipped green markers for each student (5) • unruled 4” x 6” or 5” x 7” white index cards (6) • digital components: Throughout this unit and others, whenever the lesson suggests you model the completion of an activity page or prepare a chart to display, you may use the digital version provided in the digital components for this unit online at learning.amplify.com. (1) <p>Note to Teacher Prepare all Spelling Trees needed for this unit prior to beginning Lesson 1: /er/, /ae/, /a/, /ie/, /i/, /ue/, /u/, /oe/, /ee/, /e/, /aw/, /ow/.</p>

Teacher Resources: Review the Teacher Resources section at the end of the Teacher Guide and respond to the question below.

What additional materials are provided in the Teacher Resources section of the Teacher Guide?

(e.g. assessment analysis tools, pedagogical support, Activity Book answer key, etc.)

- Reader’s Log: Included for the first time in Unit 4 is a student reading log. At this point, it is highly recommended that students read independently at home for 20 minutes each night. You may choose to have students keep a log of what they read at home, and/or of what they read independently in class.
- Anecdotal Reading Record—Unit 4
- Discussion Questions Observation Record—Unit 4
- Spelling Analysis Directions and Chart for Lessons 5, 10, 15, and 20
- Reading Comprehension Assessment Record Sheet—Unit 4
- Reading Comprehension Assessment Analysis—Unit 4
- Grammar Assessment Record Sheet—Unit 4
- Fluency Assessment Record Sheet—Unit 4
- Dictation Identification Assessment Record Sheet—Unit 4
- Homophone Match Maker Word Cards • Additional Support Activity Pages
- Activity Book Answer Key
- Appendix: Using Chunking to Decode Multisyllable Words

Pausing Point: Read through the Pausing Point activities and respond to the question below.

Thinking about possible student misconceptions, which Pausing Point activities do you anticipate having to complete? Why?

(e.g. Students often struggle with differentiating the /i/ and /e/ sounds, so I anticipate having to complete the “Hear Medial Sounds” activity.)

- Skills Review
- Grammar
- Sound/ Spelling Review
- Additional Reading
- More Help with Reading
- More Help with Writing

Yearly Scope and Sequence: Read through Appendix B and respond to the question below.

How does this unit fit into the scope and sequence of learning? What will students learn in the unit before this unit? What will students learn in the unit after?

(e.g. Students will learn long vowel sound-spelling correspondences in the previous unit. In this unit, students will learn vowel digraphs, which are more complex pieces of the code, and in the next unit, students will learn the even more complex sound-spelling correspondences for r controlled vowels. In this unit students will learn how to write fictional narratives. In the next unit students will build their writing knowledge to learn the new genre of descriptive writing. Etc.)

Previous - Unit Skills 3

- read multisyllabic words with the following spelling alternatives: ‘ai’, ‘ay’, and ‘a’ for /ae/, ‘oa’ and ‘o’ for /oe/, ‘ie’ and ‘i’ for /ie/, ‘ue’ and ‘u’ for /ue/, and ‘au’ for /aw/
- chaining exercises
- read and write words with inflectional endings
- read decodable text, including fables and trickster tales
- increase accuracy, fluency, and expression
- use context and punctuation (including periods, question marks, exclamation marks, and commas) to understand text structure and meaning
- answer text-dependent questions about fiction and nonfiction text orally and in written form including a reference to the specific text that provides the answer
- write words, phrases, and sentences from dictation using phonics knowledge including phonemically plausible spellings
- capitalize the first word in a sentence, the word I, and proper nouns
- use common and proper nouns in oral and written tasks
- identify and use synonyms and antonyms
- read closely and discuss sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences
- use the “Plan-Draft-Edit” writing process to write a personal narrative

Current - Unit Skills 4

- read multisyllable words with the following spelling alternatives: 'ir' and 'ur' for /er/; 'y' for /i/; 'i', 'igh' and 'y' for /ie/; 'o' and 'ow' for /oe/; 'e', 'y', and 'ey' for /ee/; and 'al' for /aw/
- chaining exercises
- read tricky spellings sounded in multiple ways
- read previously taught Tricky Words
- read decodable stories
- increase accuracy, fluency, and expression
- use context and punctuation (including periods, question marks, exclamation marks, and commas) to understand text structure and meaning
- answer questions about fiction orally and in written form including a reference to the specific text that provides the answer
- write words, phrases, and sentences from dictation using phonics knowledge including phonemically plausible spellings
- use the "Plan-Draft-Edit" writing process to write a friendly letter and a persuasive writing piece
- express an opinion or point of view in writing, using supporting details
- capitalize the first word in a sentence, the word I, and proper nouns
- use common and proper nouns in oral and written tasks
- identify and use regular and irregular plural nouns in oral and written tasks
- identify and use regular and irregular past-, present-, and future-tense action verbs and the verb to be in oral and written tasks

- read closely and discuss sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences

Future - Unit Skills 5

- read multisyllable words with the schwa sound spelled different ways, as well as the spelling alternatives 'o', 'ou', and 'o_e' for /u/
- read tricky spellings sounded in multiple ways
- read previously taught Tricky Words
- read stories with decodable and nondecodable text
- increase accuracy, fluency, and expression
- use context and punctuation (including periods, question marks, exclamation marks, and commas) to understand text structure and meaning
- answer questions about stories orally and in written form including a reference to the specific text that provides the answer
- write words, phrases, and sentences from dictation using phonics knowledge including phonemically plausible spellings
- use the "Plan-Draft-Edit" writing process to write a fictional narrative,
- express an opinion or point of view in writing, using supporting details
- capitalize the first word in a sentence, the word I, and proper nouns
- use common and proper nouns in oral and written tasks
- identify and use regular and irregular plural nouns in oral and written tasks

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| | <ul style="list-style-type: none">• identify and use regular and irregular past-, present-, and future-tense verbs in oral and written tasks• identify and use adjectives in oral and written tasks• identify and use subjects and predicates in oral and written tasks• identify and use abbreviations, with correct punctuation, for titles of people• read closely and discuss sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences |
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