

**CKLA Skills Unit Planning Template**

**Grade: Second Grade**

**Unit Title: Skills 3**

**Unit Introduction:** Read through the Unit Introduction and respond to the questions below.

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.)

RF.2.3

- Review letter-sound correspondences
- Read words with short and long vowels, including vowels with spelling alternatives
- Read and write words with Tricky Spellings
- Read and spell high-frequency Tricky Words

L.2.2

- Use capitalization, quotation marks, and ending punctuation correctly

L.2.1

- Identify and use common and proper nouns, antonyms, synonyms, and verbs

RF.2.4

- Read grade level text in the decodable reader (Kids Excel) with accuracy and automaticity

W.2.3

- Use the writing process to compose a personal narrative

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.)

Some of the spellings introduced in this unit are “shared” between two sounds. For example, the spelling ‘o’ is introduced as a spelling alternative for the /oe/ sound, as in open. However, students should already know that ‘o’ is the basic code spelling for the /o/ sound as in hot. We can say this spelling is shared between /o/ and /oe/.

The following tricky spellings are taught in this unit:

- ‘o’ can be pronounced /o/ (hop) or /oe/ (open)
- ‘a’ can be pronounced /a/ (hat) or /ae/ (paper)
- ‘i’ can be pronounced /i/ (it) or /ie/ (biting)
- ‘u’ can be pronounced /u/ (but) or /ue/ (unit)

A set of Tricky Words is reviewed in Lesson 1. From this point on, Tricky Words are introduced on an as-needed basis. As you introduce new spelling patterns, you will notice some words previously introduced as Tricky Words include the newly taught spelling patterns and no longer need to be classified as Tricky Words.

At the Grade 2 reading level, the focus is on text-dependent questions. Once again in this unit, direction is included for teachers to utilize a close reading approach with several stories from the Reader. These lessons are carefully crafted to focus students on the text itself and precisely what meanings can be derived from close examination of said text.

In Unit 3, students will practice writing their own personal narrative. At this point, students have learned one way to write every sound in English except for the very rare /zh/ as in treasure. (They should also know a number of spelling alternatives for consonant sounds.) They should therefore be able to write a plausible, if not dictionary-correct, spelling for any word in their oral vocabulary. As the year goes on they will learn more and more of the spelling alternatives they will need to achieve dictionary-correct spelling. However, it will take some time for most

	<p>students to begin to spell with a high level of accuracy, particularly when it comes to spelling vowel sounds.</p>
<p>What additional materials are needed for the implementation of this unit? (e.g. pocket chart, index cards, world map, kitchen timer, etc.)</p>	<ul style="list-style-type: none"> <li>• brown, green, and yellow paper, scissors, marker and tape for Spelling Trees (1)</li> <li>• unruled 4" x 6" or 5" x 7" yellow index cards (1)</li> <li>• thin-tipped green markers for each student (2)</li> <li>• unruled 4" x 6" or 5" x 7" white index cards (5)</li> <li>• chart paper (21) • 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 <a href="http://ckla.amplify.com">ckla.amplify.com</a>. (1)</li> </ul>
<p><b>Teacher Resources:</b> Review the Teacher Resources section at the end of the Teacher Guide and respond to the question below.</p>	
<p>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.)</p>	<ul style="list-style-type: none"> <li>• Spelling Tree Leaf Template and Odd Duck Template</li> <li>• Spelling Alternatives Observation Record (/ae/, /oe/)</li> <li>• Spelling Alternatives Observation Record (/ie/, /ue/)</li> <li>• Discussion Questions Observation Record</li> <li>• Anecdotal Reading Record</li> <li>• Spelling Analysis Directions and Spelling Analysis charts (Lessons 5, 10, 15, and 20)</li> <li>• Mid-Point Dictation Identification Assessment Analysis</li> <li>• Sunshine the Mule Game Board and Cards</li> <li>• The Writing Process graphic</li> <li>• The Five Ws graphic</li> </ul>

	<ul style="list-style-type: none"> <li>• Mr. Mowse’s Planning Template</li> <li>• Mr. Mowse’s Draft</li> <li>• Optional Fluency Assessment—“The Slug Trainer”</li> <li>• W.C.P.M. Calculation Sheet</li> <li>• Dictation Identification Assessment Record Sheet</li> <li>• Reading Comprehension Assessment Record Sheet</li> <li>• Grammar Assessment Record Sheet</li> <li>• Additional Support Activity Pages</li> <li>• Activity Book Answer Key</li> <li>• Appendix: Using Chunking to Decode Multisyllable Words</li> </ul>
<p><b>Pausing Point:</b> Read through the Pausing Point activities and respond to the question below.</p>	
<p>Thinking about possible student misconceptions, which Pausing Point activities do you anticipate having to complete? Why?</p> <p>(e.g. Students often struggle with differentiating the /i/ and /e/ sounds, so I anticipate having to complete the “Hear Medial Sounds” activity.)</p>	<ul style="list-style-type: none"> <li>● Spelling Alternatives</li> <li>● Games</li> <li>● Activity Pages</li> <li>● Spelling</li> <li>● Grammar</li> <li>● Writing</li> <li>● Read Tricky Words</li> <li>● Additional Reading Practice</li> </ul>
<p><b>Yearly Scope and Sequence:</b> Read through Appendix B and respond to the question below.</p>	
<p>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</p>	<p><i>Previous - Unit Skills 2</i></p>

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.)

- read one- and two-syllable words with basic code spellings for long vowels and r-controlled vowels, as well as vowel digraph spellings for /oo/, /oo/, /ou/, and /oi/
- chaining exercises
- read and write words with inflectional endings
- the Tricky Words I, you, your, street, my, by, have, all, who, no, go, so, are, were, some, they, their
- read decodable stories, including fairy tales, fantasy, and fables
- increase accuracy, fluency, and expression
- use context and punctuation (including periods, question marks, exclamation marks, and commas) to understand text structure and meaning
- use apostrophes to create contractions and quotation marks to designate direct speech
- answer text-dependent questions about stories in complete sentences orally and in written form
- use the “Plan-Draft-Edit” writing process to write a fictional narrative and a book report
- write words, phrases, and sentences from dictation using phonics knowledge including phonemically plausible spellings
- read closely and discuss sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences

Current - 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

#### Future - 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

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