

Branchburg Township Public Schools

Office of Curriculum and Instruction

Grade 2 Foundations Curriculum



Adopted by the Board of Education October 2022

This curriculum is aligned with the 2016 New Jersey Student Learning Standards in English Language Arts/Literacy

Curriculum Scope and Sequence

Content Area	Phonics and Word Study (ELA)	Course Title/Grade Level:	Level 2/ 2nd Grade
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Topic/Unit Name	Suggested Pacing (Days/Weeks)	Page Numbers
Topic/Unit #1	Level 2 Orientation and Unit 1	3 weeks 6
Topic/Unit #2	Level 2 Unit 2	2 weeks 10
Topic/Unit #3	Level 2 Unit 3	1 week 14
Topic/Unit #4	Level 2 Unit 4	2 weeks 18
Topic/Unit #5	Level 2 Unit 5	2 weeks 22
Topic/Unit #6	Level 2 Unit 6	2 weeks 26
Topic/Unit #7	Level 2 Unit 7	3 weeks 30
Topic/Unit #8	Level 2 Unit 8	1 week 34
Topic/Unit #9	Level 2 Unit 9	2 weeks 38
Topic/Unit #10	Level 2 Unit 10	2 weeks 42
Topic/Unit #11	Level 2 Unit 11	2 weeks 46
Topic/Unit #12	Level 2 Unit 12	1 week 50
Topic/Unit #13	Level 2 Unit 13	2 weeks 53
Topic/Unit #14	Level 2 Unit 14	2 weeks 57
Topic/ Unit #15	Level 2 Unit 15	2 weeks 60
Topic/ Unit #16	Level 2 Unit 16	1 week 63
Topic/ Unit #17	Level 2 Unit 17	2 weeks 66

STANDARDS

NJSLS (ELA/L)

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know spelling-sound correspondences for common vowel teams.
- B. Decode regularly spelled two-syllable words with long vowels.
- C. Decode words with common prefixes and suffixes.
- D. Identify words with inconsistent but common spelling-sound correspondences.
- E. Recognize and read grade-appropriate irregularly spelled words.

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Use collective nouns (e.g., group).
- B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).
- C. Use reflexive pronouns (e.g., myself, ourselves).
- D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- E. Use adjectives and adverbs, and choose between them depending on what is to be modified.

- A. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Capitalize holidays, product names, and geographic names.
- B. Use commas in greetings and closings of letters.
- C. Use an apostrophe to form contractions and frequently occurring possessives.
- D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
- E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Compare formal and informal uses of English.

L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- A. Use sentence-level context as a clue to the meaning of a word or phrase.
- B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
- C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
- D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
- E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

- A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Interdisciplinary Connections:

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

(Example: Students will work together to create rules for Foundations time including how to respect materials and peers.)

6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

(Example: Students will learn how their role in the class community impacts others in the class. This includes being a good partner during center activities and using shared materials wisely.)

Read texts that are connected to science/ social studies/ health content topics.

Create texts in interactive writing connected to science/ social studies/ health content topics.

Career Readiness, Life Literacies, and Key Skills:	Computer Thinking and Design Skills:
<p>9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3). <i>(Example: Critical thinkers must first identify a problem then develop a plan to address it to effectively solve the problem. Readers and writers will use strategies to help spell words such as tapping, then use a variety of resources like spell check, Foundations Notebooks, word wall. etc to verify conventional spelling.)</i></p>	<p>8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. <i>(Example: Students will operate Chromebooks and iPads to engage in various digital learning tasks.)</i></p>

Topic/Unit 1 Title	Level 2 Orientation and Unit 1	Approximate Pacing	3 weeks
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS			
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do sounds and letters work together to create words? ● How are sounds represented by letters? ● How do I figure out words I don't know? ● Why does fluency matter? <p>Enduring Objectives/ Understandings:</p> <ul style="list-style-type: none"> ● Words are made up of letters that represent sounds ● Letter and letter combinations represent sounds ● Word analysis and decoding skills are essential for successful readers ● Fluent readers accurately process print with expression at an appropriate rate 			
STUDENT LEARNING OBJECTIVES			
Key Knowledge		Process/Skills/Procedures/Application of Key Knowledge	
<p>Students will know:</p> <ul style="list-style-type: none"> ● difference between vowel and consonant <ul style="list-style-type: none"> ○ vowels are open mouth sounds and can make a long or short sound ○ consonants are closed mouth sounds ○ clip the consonant sounds so that there is not a short u sound at the end ● the sounds of /k/ <ul style="list-style-type: none"> ○ -ck makes the /k/ sound at the end of the word ○ K makes the /k/ sound before the e,i,y ○ C makes the /k/ sound at the beginning of the word ● place the letters in the alphabet in alphabetical order ● letter-keyword-sounds and formations for all consonants, short vowel sounds, digraphs (2 letters that make 1 sound) ● identify consonant blends 		<p>Students will be able to:</p> <ul style="list-style-type: none"> ● differentiate between a vowel and a consonant ● identify the letter, keyword, and sound for each letter in the alphabet ● clip the consonant sounds ● extend the vowel sounds ● identify the 5 major vowels ● use proper letter formation to trace and write letters ● understand concept alphabetical order ● identify digraphs and consonant blends ● identify all the sounds of /k/ 	

<ul style="list-style-type: none"> ● closed syllable- part of a word that has 1 vowel “closed” in by a consonant make the vowel short ● mark the blends- underline each letter in the blend ● letter formation <ul style="list-style-type: none"> ○ sky line, plane line, grass line, worm line 	
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ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> ● Unit Test (page 93 in <i>Teacher’s Manual</i>) <ul style="list-style-type: none"> ○ This assessment can be given whole group. ○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 2. If not, please review and reteach tricky concepts and then reassess.
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> ● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students. ● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist ● You will also see evidence of the application of skills in reading and writing workshop tasks
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> ● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist ● You will also see evidence of the application of skills in reading and writing workshop tasks ● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<ul style="list-style-type: none"> ● The Elementary Spelling Inventory (<i>Words Their Way</i>) will be given 3X per year (Sept/ Jan/ June)

RESOURCES

<p>Core instructional materials:</p> <ul style="list-style-type: none"> ● Foundations Teacher’s Manual Level 2 <ul style="list-style-type: none"> ○ page 94 Unit 1 Resources
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- Wilson PLC <http://www.wilsonlanguage.com/register> (look for the registration code on the first page of teacher's manual)
- [Level 2 Trick Words](#)

Supplemental materials:

- *Words Their Way* teacher's manual
- *Words Their Way* letter name sort book
 - Sorts 18-26
- *Words Their Way* within word sort book
 - Sorts 7-12
- *Fountas and Pinnell Phonics Lessons Grade 2*
 - Recognizing Beginning Consonant Clusters with r (page 71)
 - Identifying Words with Short Vowel Sounds (page 75)
 - Identifying Words with Long Vowel Sounds (page 79)
 - Identifying Long and Short Vowel Sounds in Words (page 83)

Technology Resources

- Downloadable free apps
 - ABCmouse.com
 - Learn with Homer
 - Simplex Spelling with Reverse Phonics: Lite
 - Sky Fish Phonics
 - The Electric Company Wordball!
 - Wonster Words Learning

Shared Reading Connections

Please incorporate Shared Reading lessons into your Foundations Word Study block. This component will help students learn to apply what phonics/decoding skills they are learning into authentic texts.

- Students can go on word hunts to find words that have the features you have studied.
- Students can go on word hunts to find trick words that you have studied.
- Students can actively apply decoding skills as you read the text.
- Students can practice scooping and reading texts with fluency.

Interactive Writing Connections

Please incorporate Interactive Writing lessons into your Foundations Word Study block. This component will help students learn to apply what phonics/encoding skills they are learning into authentic texts.

- Students should be held accountable for spelling words that have the features that you have studied.
- Students should be held accountable for spelling the trick words that you have studied.
- Students can practice marking words.
- Students can practice proper grammar and conventions.

Reading Workshop Connections

You should see a direct connection between what students are learning in Foundations and their decoding and fluency work when reading independent texts. *Keep in mind text level expectations.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.

Leveled Texts

Assorted leveled texts can be used to differentiate instruction

Writing Workshop Connections

You should see a direct connection between what students are learning in Foundations and their spelling and conventions work when writing.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when writing.

Modifications for Learners

See [appendix](#)

Topic/Unit 2 Title	Level 2 Unit 2	Approximate Pacing	2 weeks
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS			
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do sounds and letters work together to create words? ● How are sounds represented by letters? ● How do I figure out words I don't know? ● Why does fluency matter? <p>Enduring Objectives/ Understandings:</p> <ul style="list-style-type: none"> ● Words are made up of letters that represent sounds ● Letter and letter combinations represent sounds ● Word analysis and decoding skills are essential for successful readers ● Fluent readers accurately process print with expression at an appropriate rate 			
STUDENT LEARNING OBJECTIVES			
Key Knowledge		Process/Skills/Procedures/Application of Key Knowledge	
<p>Students will know:</p> <ul style="list-style-type: none"> ● trick words: shall,pull,full,both,talk,walk <ul style="list-style-type: none"> ○ trick words are not tapped out ○ they are high frequency words that need to be memorized for reading and spelling ● bonus letter rule- the f,s,l are doubled after a short vowel <ul style="list-style-type: none"> ○ mark the words with a star ● glued sounds: all,am,an,ang,ing,ong,ung,ank,ink,onk,unk <ul style="list-style-type: none"> ○ the n,m are nasal sounds - the sound comes out your nose ● blend words with glued sounds ● r controlled sounds- ar,er,ir,or,ur ● box the glued sounds - champ (box the am) ● segment words by tapping out <ul style="list-style-type: none"> ○ words with glued sounds - junk, 		<p>Students will be able to:</p> <ul style="list-style-type: none"> ● identify the bonus letter rule, f,s,l, ● identify and blend words with glued sounds ● identify and read words with r-controlled sounds ● mark words with glued sounds and a bonus letter ● read trick words: shall,pull,full,both,talk,walk ● segment and tap out words 	

<ul style="list-style-type: none"> ○ words with bonus letters- spill, miss 	
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ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none"> ● Unit Test (page 121 in <i>Teacher’s Manual</i>) <ul style="list-style-type: none"> ○ This assessment can be given whole group. ○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 3. If not, please review and reteach tricky concepts and then reassess.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> ● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students. ● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist ● You will also see evidence of the application of skills in reading and writing workshop tasks
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> ● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist ● You will also see evidence of the application of skills in reading and writing workshop tasks ● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> ● The Elementary Spelling Inventory (<i>Words Their Way</i>) will be given 3X per year (Sept/ Jan/ June)

RESOURCES

Core instructional materials: <ul style="list-style-type: none"> ● Foundations Teacher’s Manual Level 2 <ul style="list-style-type: none"> ○ page 122 Unit 2 Resources ● Wilson PLC http://www.wilsonlanguage.com/register (look for the registration code on the first page of teacher’s manual) ● Level 2 Trick Words
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Supplemental materials: <ul style="list-style-type: none"> ● <i>Words Their Way</i> teacher’s manual ● <i>Words Their Way</i> within word sort book <ul style="list-style-type: none"> ○ Sorts 25-30

- *Fountas and Pinnell Phonics Lessons Grade 2*
 - Recognizing Words with Vowels and r (page 95)

Technology Resources

- Downloadable free apps
 - ABCmouse.com
 - Learn with Homer
 - Simplex Spelling with Reverse Phonics: Lite
 - Sky Fish Phonics
 - The Electric Company Wordball!
 - Wonster Words Learning
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Shared Reading Connections

Please incorporate Shared Reading lessons into your Foundations Word Study block. This component will help students learn to apply what phonics/decoding skills they are learning into authentic texts.

- Students can go on word hunts to find words that have the features you have studied.
- Students can go on word hunts to find trick words that you have studied.
- Students can actively apply decoding skills as you read the text.
- Students can practice scooping and reading texts with fluency.

Interactive Writing Connections

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- Students should be held accountable for spelling words that have the features that you have studied.
- Students should be held accountable for spelling the trick words that you have studied.
- Students can practice marking words.
- Students can practice proper grammar and conventions.

Reading Workshop Connections

You should see a direct connection between what students are learning in Foundations and their decoding and fluency work when reading independent texts. *Keep in mind text level expectations.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.

Leveled Texts

Assorted leveled texts can be used to differentiate instruction

Writing Workshop Connections

You should see a direct connection between what students are learning in Foundations and their spelling and conventions work when writing.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when writing.

Modifications for Learners

See [appendix](#)

Topic/Unit 3 Title	Level 2 Unit 3	Approximate Pacing	1 week
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS			
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do sounds and letters work together to create words? ● How are sounds represented by letters? ● How do I figure out words I don't know? ● Why does fluency matter? <p>Enduring Objectives/ Understandings:</p> <ul style="list-style-type: none"> ● Words are made up of letters that represent sounds ● Letter and letter combinations represent sounds ● Word analysis and decoding skills are essential for successful readers ● Fluent readers accurately process print with expression at an appropriate rate 			
STUDENT LEARNING OBJECTIVES			
Key Knowledge		Process/Skills/Procedures/Application of Key Knowledge	
<p>Students will know:</p> <ul style="list-style-type: none"> ● trick words: done, goes, pretty ● concept of a closed syllable mark a closed syllable ● glued sounds -ild, old, ost, ind, olt <ul style="list-style-type: none"> ○ closed syllable exception -they break the closed syllable rule ○ mark the closed syllable exception -put an X on the C under the syllable ● vowel teams- ai, ay, ea, ee, ey, oi, oy- <ul style="list-style-type: none"> ○ vowel teams are 2 letters that work together to make one sound 		<p>Students will be able to:</p> <ul style="list-style-type: none"> ● identify and read trick words- done, goes, pretty ● read and identify closed syllable words ● identify glued sounds and closed syllable exceptions <ul style="list-style-type: none"> ○ exception ind, ild, old, ost, olt ● read and tap out words with vowel teams - ai, ay, ea, ee, ey, oi, oy 	
ASSESSMENT OF LEARNING			

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> ● Unit Test (page 139 in <i>Teacher’s Manual</i>) <ul style="list-style-type: none"> ○ This assessment can be given whole group. ○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 4. If not, please review and reteach tricky concepts and then reassess.
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> ● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students. ● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist ● You will also see evidence of the application of skills in reading and writing workshop tasks
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> ● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist ● You will also see evidence of the application of skills in reading and writing workshop tasks ● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<ul style="list-style-type: none"> ● The Elementary Spelling Inventory (<i>Words Their Way</i>) will be given 3X per year (Sept/ Jan/ June)

RESOURCES

Core instructional materials:

- Foundations Teacher’s Manual Level 2
 - page 140 Unit 3 Resources
- Wilson PLC <http://www.wilsonlanguage.com/register> (look for the registration code on the first page of teacher’s manual)
- [Level 2 Trick Words](#)

Supplemental materials:

- *Words Their Way* teacher’s manual
- *Words Their Way* within word sort book
 - Sort 18
- *Fountas and Pinnell Phonics Lessons* Grade 2
 - Recognizing and Using ai, ay, oa, ee, ea, ow Vowel Combinations (page 131)
 - Identifying Words with ai, ay, ee, ea, oa, ow

Technology Resources

- Downloadable free apps
 - ABCmouse.com
 - Learn with Homer
 - Simplex Spelling with Reverse Phonics: Lite
 - Sky Fish Phonics
 - The Electric Company Wordball!
 - Wonster Words Learning

Shared Reading Connections

Please incorporate Shared Reading lessons into your Foundations Word Study block. This component will help students learn to apply what phonics/decoding skills they are learning into authentic texts.

- Students can go on word hunts to find words that have the features you have studied.
- Students can go on word hunts to find trick words that you have studied.
- Students can actively apply decoding skills as you read the text.
- Students can practice scooping and reading texts with fluency.

Interactive Writing Connections

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- Students should be held accountable for spelling words that have the features that you have studied.
- Students should be held accountable for spelling the trick words that you have studied.
- Students can practice marking words.
- Students can practice proper grammar and conventions.

Reading Workshop Connections

You should see a direct connection between what students are learning in Foundations and their decoding and fluency work when reading independent texts. *Keep in mind text level expectations.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.

Leveled Texts

Assorted leveled texts can be used to differentiate instruction

Writing Workshop Connections

You should see a direct connection between what students are learning in Foundations and their spelling and conventions work when writing.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when writing.

Modifications for Learners

See [appendix](#)

Topic/Unit 4 Title	Level 2 Unit 4	Approximate Pacing	2 weeks
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS			
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do sounds and letters work together to create words? ● How are sounds represented by letters? ● How do I figure out words I don't know? ● Why does fluency matter? <p>Enduring Objectives/ Understandings:</p> <ul style="list-style-type: none"> ● Words are made up of letters that represent sounds ● Letter and letter combinations represent sounds ● Word analysis and decoding skills are essential for successful readers ● Fluent readers accurately process print with expression at an appropriate rate 			
STUDENT LEARNING OBJECTIVES			
Key Knowledge		Process/Skills/Procedures/Application of Key Knowledge	
<p>Students will know:</p> <ul style="list-style-type: none"> ● trick words: again,sure,please,use,animal,used ● base word- word that can stand alone that does not have a suffix ● suffixes- s,-es,-ed,-ing <ul style="list-style-type: none"> ○ comes after a base word and changes the meaning or tense of the word. ● additional sounds for -ed /d/ and /t/ <ul style="list-style-type: none"> ○ parked, filled ● plural suffixes-- s, es ● comparison suffixes - er, -est <ul style="list-style-type: none"> ○ er- makes the word a person ○ -est makes the /ist/ sound ○ vowel suffixes are suffixes that start with a vowel- ing,er,est,ed,es ● present and past tense of words 		<p>Students will be able to:</p> <ul style="list-style-type: none"> ● read trick words- again,sure,please,use,animal,used ● identify suffixes- -s,-es,-ed, -ing ● identify the sounds of -ed ● identify vowel suffixes- ing,er,est,ed,es ● identify plural suffixes and comparison suffixes ● mark words with suffixes ● identify base words ● read and identify words with vowel teams- oa,oe,ow,ou,oo,ue,ew 	

<ul style="list-style-type: none"> • mark words with suffixes- underline the base word and circle the suffix • vowel teams- oa,oe,ow,ou,oo,ue,ew 	
ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none"> • Unit Test (page 167 in <i>Teacher's Manual</i>) <ul style="list-style-type: none"> ○ This assessment can be given whole group. ○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 5. If not, please review and reteach tricky concepts and then reassess.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> • The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students. • Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist • You will also see evidence of the application of skills in reading and writing workshop tasks
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> • Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist • You will also see evidence of the application of skills in reading and writing workshop tasks • The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> • The Elementary Spelling Inventory (<i>Words Their Way</i>) will be given 3X per year (Sept/ Jan/ June)
RESOURCES	
Core instructional materials: <ul style="list-style-type: none"> • Foundations Teacher's Manual Level 2 <ul style="list-style-type: none"> ○ page 168 Unit 4 Resources • Wilson PLC http://www.wilsonlanguage.com/register (look for the registration code on the first page of teacher's manual) • Level 2 Trick Words 	
Supplemental materials: <ul style="list-style-type: none"> • <i>Words Their Way</i> teacher's manual 	

- *Words Their Way* within word sort book
 - Sorts 45-46
 - Sorts 122-124
- *Fountas and Pinnell Phonics Lessons Grade 2*
 - Forming the Past Tense by adding ed 1 (page 319)
 - Forming the Past Tense by adding ed 2 (page 323)
 - Forming Comparisons with -er, -est (page 351)
 - Forming Past Tense: Double the Consonant and Add ed (page 355)
 - Adding -er and Doubling the Consonant (page 359)
 - Forming Past Tense: Summary for ed Words (page 367)
 - Forming New Words: Summary for Adding s, ed, ing (page 371)

Technology Resources

- Downloadable free apps
 - ABCmouse.com
 - Learn with Homer
 - Simplex Spelling with Reverse Phonics: Lite
 - Sky Fish Phonics
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Shared Reading Connections

Please incorporate Shared Reading lessons into your Foundations Word Study block. This component will help students learn to apply what phonics/decoding skills they are learning into authentic texts.

- Students can go on word hunts to find words that have the features you have studied.
- Students can go on word hunts to find trick words that you have studied.
- Students can actively apply decoding skills as you read the text.
- Students can practice scooping and reading texts with fluency.

Interactive Writing Connections

Please incorporate Interactive Writing lessons into your Foundations Word Study block. This component will help students learn to apply what phonics/encoding skills they are learning into authentic texts.

- Students should be held accountable for spelling words that have the features that you have studied.
- Students should be held accountable for spelling the trick words that you have studied.

- Students can practice marking words.
- Students can practice proper grammar and conventions.

Reading Workshop Connections

You should see a direct connection between what students are learning in Foundations and their decoding and fluency work when reading independent texts. *Keep in mind text level expectations.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.

Leveled Texts

Assorted leveled texts can be used to differentiate instruction

Writing Workshop Connections

You should see a direct connection between what students are learning in Foundations and their spelling and conventions work when writing.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when writing.

Modifications for Learners

See [appendix](#)

Topic/Unit 5 Title	Level 2 Unit 5	Approximate Pacing	2 weeks
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS			
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do sounds and letters work together to create words? ● How are sounds represented by letters? ● How do I figure out words I don't know? ● Why does fluency matter? <p>Enduring Objectives/ Understandings:</p> <ul style="list-style-type: none"> ● Words are made up of letters that represent sounds ● Letter and letter combinations represent sounds ● Word analysis and decoding skills are essential for successful readers ● Fluent readers accurately process print with expression at an appropriate rate 			
STUDENT LEARNING OBJECTIVES			
Key Knowledge		Process/Skills/Procedures/Application of Key Knowledge	
<p>Students will know:</p> <ul style="list-style-type: none"> ● trick words: against,knew,know,always, often,once ● read and syllabicate 2 syllable words ● what a syllable is <ul style="list-style-type: none"> ○ a word or a part of a word with a vowel sound ● compound words <ul style="list-style-type: none"> ○ two words put together to make one word ● syllabication rules for dividing 2 closed syllables <ul style="list-style-type: none"> ○ vccv - divide between consonants ○ vcv- divide after the consonant keeps a closed syllable ○ vccv with a digraph, keep the digraph together -jacket ○ vcccv with a blend- keep the blend together ● spelling procedures for multisyllabic words ● tap out words with more than one syllable ● spelling -ic 		<p>Students will be able to:</p> <ul style="list-style-type: none"> ● read trick words- against,knew,know,always, often,once ● identify what a syllable is ● divide words with 2 closed syllables <ul style="list-style-type: none"> ○ vccv,vcv,vcccv ● read and identify compound words ● identify prefixes-mis,un,non,dis,trans ● identify suffixes- ful,ment,ness,less,able,en,ish ● spell words is -ic 	

<ul style="list-style-type: none"> ○ in multisyllabic words the /ik/ sound is spelled -ic ○ public, panic ● suffixes- ful,ment,ness,less,able,en,ish ● prefixes- mis,un,non,dis,trans, ● vowel teams- au, aw <ul style="list-style-type: none"> ○ aw comes at the end of a word ○ au is usually in the middle or the beginning of a word 	
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ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none"> ● Unit Test (page 197 in <i>Teacher's Manual</i>) <ul style="list-style-type: none"> ○ This assessment can be given whole group. ○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 6. If not, please review and reteach tricky concepts and then reassess.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> ● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students. ● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist ● You will also see evidence of the application of skills in reading and writing workshop tasks
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> ● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist ● You will also see evidence of the application of skills in reading and writing workshop tasks ● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> ● The Elementary Spelling Inventory (<i>Words Their Way</i>) will be given 3X per year (Sept/ Jan/ June)

RESOURCES

Core instructional materials: <ul style="list-style-type: none"> ● Foundations Teacher's Manual Level 2 <ul style="list-style-type: none"> ○ page 198 Unit 5 Resources ● Wilson PLC http://www.wilsonlanguage.com/register (look for the registration code on the first page of teacher's manual)

- [Level 2 Trick Words](#)

Supplemental materials:

- *Words Their Way* teacher's manual
- *Words Their Way* Syllables and Affixes sort book
 - Sort 52
- *Fountas and Pinnell Phonics Lessons* Grade 2
 - Recognizing Compound Words (page 303)
 - Making Compound Words (page 307)

Technology Resources

- Downloadable free apps
 - ABCmouse.com
 - Learn with Homer
 - Simplex Spelling with Reverse Phonics: Lite
 - Sky Fish Phonics
 - The Electric Company Wordball!
 - Wonster Words Learning

Shared Reading Connections

Please incorporate Shared Reading lessons into your Foundations Word Study block. This component will help students learn to apply what phonics/decoding skills they are learning into authentic texts.

- Students can go on word hunts to find words that have the features you have studied.
- Students can go on word hunts to find trick words that you have studied.
- Students can actively apply decoding skills as you read the text.
- Students can practice scooping and reading texts with fluency.

Interactive Writing Connections

Please incorporate Interactive Writing lessons into your Foundations Word Study block. This component will help students learn to apply what phonics/encoding skills they are learning into authentic texts.

- Students should be held accountable for spelling words that have the features that you have studied.
- Students should be held accountable for spelling the trick words that you have studied.
- Students can practice marking words.
- Students can practice proper grammar and conventions.

Reading Workshop Connections

You should see a direct connection between what students are learning in Foundations and their decoding and fluency work when reading independent texts. *Keep in mind text level expectations.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.

Leveled Texts

Assorted leveled texts can be used to differentiate instruction

Writing Workshop Connections

You should see a direct connection between what students are learning in Foundations and their spelling and conventions work when writing.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when writing.

Modifications for Learners

See [appendix](#)

Topic/Unit 6 Title	Level 2 Unit 6	Approximate Pacing	2 weeks
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS			
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do sounds and letters work together to create words? ● How are sounds represented by letters? ● How do I figure out words I don't know? ● Why does fluency matter? <p>Enduring Objectives/ Understandings:</p> <ul style="list-style-type: none"> ● Words are made up of letters that represent sounds ● Letter and letter combinations represent sounds ● Word analysis and decoding skills are essential for successful readers ● Fluent readers accurately process print with expression at an appropriate rate 			
STUDENT LEARNING OBJECTIVES			
Key Knowledge		Process/Skills/Procedures/Application of Key Knowledge	
<p>Students will know:</p> <ul style="list-style-type: none"> ● trick words: only,house,move,right,place,together ● vCe words <ul style="list-style-type: none"> ○ the e is silent and the vowel is long ○ words with /u/ the long vowel sound /u/ or it can make the sound /oo/ (boo) like in flute ● multisyllabic words with vCe <ul style="list-style-type: none"> ○ vccv pattern split between the consonants ○ most often is the second syllable in a 2 syllable word <ul style="list-style-type: none"> ■ mistake, tadpole ○ in some compound words the first syllable is magic e <ul style="list-style-type: none"> ■ fireman ● spelling words with the /k/ sound and magic e <ul style="list-style-type: none"> ○ when the /k/ sound is after a long vowel we use a K ● mark words with magic e - ● add suffix -s to words with magic e 		<p>Students will be able to:</p> <ul style="list-style-type: none"> ● read trick words- against,knew,know,always, often,once ● read words with silent e ● spell words with magic e ● divide multisyllabic words with magic e ● mark words with magic e ● will identify and read words suffix -ive ● identify and read words with the exception to magic e, -ive 	

<ul style="list-style-type: none"> ● spelling options for /Z/ <ul style="list-style-type: none"> ○ the /z/ sound can be spelled with s,z- there is no rule it is what looks right ● -ive <ul style="list-style-type: none"> ○ exception to the magic e- the /i/ is a short sound ○ captive, olive ○ in a word like give ● suffix - ive <ul style="list-style-type: none"> ○ describing something or someone ○ active 	
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ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none"> ● Unit Test (page 225 in <i>Teacher's Manual</i>) <ul style="list-style-type: none"> ○ This assessment can be given whole group. ○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 7. If not, please review and reteach tricky concepts and then reassess.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> ● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students. ● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist ● You will also see evidence of the application of skills in reading and writing workshop tasks
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> ● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist ● You will also see evidence of the application of skills in reading and writing workshop tasks ● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> ● The Elementary Spelling Inventory (<i>Words Their Way</i>) will be given 3X per year (Sept/ Jan/ June)

RESOURCES

Core instructional materials:

- Foundations Teacher's Manual Level 2
 - page 226 Unit 6 Resources
- Wilson PLC <http://www.wilsonlanguage.com/register> (look for the registration code on the first page of teacher's manual)
- [Level 2 Trick Words](#)

Supplemental materials:

- *Words Their Way* teacher's manual
- *Words Their Way* Syllables and Affixes sort book
 - Sorts 10-11
- *Fountas and Pinnell Phonics Lessons Grade 2*
 - Recognizing Compound Words (page 303)
 - Making Compound Words (page 307)

Technology Resources

- Downloadable free apps
 - ABCmouse.com
 - Learn with Homer
 - Simplex Spelling with Reverse Phonics: Lite
 - Sky Fish Phonics
 - The Electric Company Wordball!
 - Wonster Words Learning

Shared Reading Connections

Please incorporate Shared Reading lessons into your Foundations Word Study block. This component will help students learn to apply what phonics/decoding skills they are learning into authentic texts.

- Students can go on word hunts to find words that have the features you have studied.
- Students can go on word hunts to find trick words that you have studied.
- Students can actively apply decoding skills as you read the text.
- Students can practice scooping and reading texts with fluency.

Interactive Writing Connections

Please incorporate Interactive Writing lessons into your Foundations Word Study block. This component will help students learn to apply what phonics/encoding skills they are learning into authentic texts.

- Students should be held accountable for spelling words that have the features that you have studied.

- Students should be held accountable for spelling the trick words that you have studied.
- Students can practice marking words.
- Students can practice proper grammar and conventions.

Reading Workshop Connections

You should see a direct connection between what students are learning in Foundations and their decoding and fluency work when reading independent texts. *Keep in mind text level expectations.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.

Leveled Texts

Assorted leveled texts can be used to differentiate instruction

Writing Workshop Connections

You should see a direct connection between what students are learning in Foundations and their spelling and conventions work when writing.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when writing.

Modifications for Learners

See [appendix](#)

Topic/ Unit 7 Title	Level 2 Unit 7	Approximate Pacing	3 weeks
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS			
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do sounds and letters work together to create words? ● How are sounds represented by letters? ● How do I figure out words I don't know? ● Why does fluency matter? <p>Enduring Objectives/ Understandings:</p> <ul style="list-style-type: none"> ● Words are made up of letters that represent sounds ● Letter and letter combinations represent sounds ● Word analysis and decoding skills are essential for successful readers ● Fluent readers accurately process print with expression at an appropriate rate 			
STUDENT LEARNING OBJECTIVES			
Key Knowledge		Process/Skills/Procedures/Application of Key Knowledge	
<p>Students will know:</p> <ul style="list-style-type: none"> ● trick words: eight, large, change, city, every, family, night, carry, something ● open syllable <ul style="list-style-type: none"> ○ part of a word with one vowel at the end- vowel is long ● y says long /i/ sound at the end of a one syllable word- my, by ● y says long /e/ at the end of a 2 syllable word - pony, penny ● mark words with an open syllable- line under the syllable with o under it for open - mark the vowel sound with a macron ● combining open syllables with closed syllables and magic e ● suffixes- y,ly, ty <ul style="list-style-type: none"> ○ -y can be a suffix says /e/ - makes the word into a describing word- chill---chilly ○ -ly is a suffix - quickly ○ -ty is a suffix- safety <ul style="list-style-type: none"> ■ changes the word into an adjective 		<p>Students will be able to:</p> <ul style="list-style-type: none"> ● read trick words- against,knew,know,always, often,once ● identify open syllables ● read and identify suffixes -y,ly,ty <ul style="list-style-type: none"> ○ understand that the suffix changes the word into an adjective ● identify y at the end of the word saying long /i/ - my ● identify y saying long /e/ at the end of a 2 syllable word- silly ● mark open syllables ● divide words with open, closed and magic e <ul style="list-style-type: none"> ○ understand the rules of syllabication for vcv words 	

<ul style="list-style-type: none"> ● syllable division rules for combining open/closed and magic e <ul style="list-style-type: none"> ○ a vowel can sometimes be the only letter in a syllable like in u-nit - the first syllable open ○ in words vcv now that they know open syllables- almost always the first syllable is opened, but they will have to try dividing the words both ways to see which way makes a word <ul style="list-style-type: none"> ■ be-sides, pro-gram, rel-ish 	
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ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none"> ● Unit Test (page 263 in <i>Teacher's Manual</i>) <ul style="list-style-type: none"> ○ This assessment can be given whole group. ○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 8. If not, please review and reteach tricky concepts and then reassess.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> ● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students. ● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist ● You will also see evidence of the application of skills in reading and writing workshop tasks
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> ● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist ● You will also see evidence of the application of skills in reading and writing workshop tasks ● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> ● The Elementary Spelling Inventory (<i>Words Their Way</i>) will be given 3X per year (Sept/ Jan/ June)

RESOURCES

Core instructional materials: <ul style="list-style-type: none"> ● Foundations Teacher's Manual Level 2

- page 264 Unit 7 Resources
- Wilson PLC <http://www.wilsonlanguage.com/register> (look for the registration code on the first page of teacher's manual)
- [Level 2 Trick Words](#)

Supplemental materials:

- *Words Their Way* teacher's manual
- *Words Their Way* Syllables and Affixes sort book
 - Sort 37
- *Fountas and Pinnell Phonics Lessons Grade 2*
 - Identifying the y sound in words (page 99)

Technology Resources

- Downloadable free apps
 - ABCmouse.com
 - Learn with Homer
 - Simplex Spelling with Reverse Phonics: Lite
 - Sky Fish Phonics
 - The Electric Company Wordball!
 - Wonster Words Learning

Shared Reading Connections

Please incorporate Shared Reading lessons into your Foundations Word Study block. This component will help students learn to apply what phonics/decoding skills they are learning into authentic texts.

- Students can go on word hunts to find words that have the features you have studied.
- Students can go on word hunts to find trick words that you have studied.
- Students can actively apply decoding skills as you read the text.
- Students can practice scooping and reading texts with fluency.

Interactive Writing Connections

Please incorporate Interactive Writing lessons into your Foundations Word Study block. This component will help students learn to apply what phonics/encoding skills they are learning into authentic texts.

- Students should be held accountable for spelling words that have the features that you have studied.
- Students should be held accountable for spelling the trick words that you have studied.
- Students can practice marking words.

- Students can practice proper grammar and conventions.

Reading Workshop Connections

You should see a direct connection between what students are learning in Foundations and their decoding and fluency work when reading independent texts. *Keep in mind text level expectations.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.

Leveled Texts

Assorted leveled texts can be used to differentiate instruction

Writing Workshop Connections

You should see a direct connection between what students are learning in Foundations and their spelling and conventions work when writing.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when writing.

Modifications for Learners

See [appendix](#)

Topic/ Unit 8 Title	Level 2 Unit 8	Approximate Pacing	1 week
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS			
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do sounds and letters work together to create words? ● How are sounds represented by letters? ● How do I figure out words I don't know? ● Why does fluency matter? <p>Enduring Objectives/ Understandings:</p> <ul style="list-style-type: none"> ● Words are made up of letters that represent sounds ● Letter and letter combinations represent sounds ● Word analysis and decoding skills are essential for successful readers ● Fluent readers accurately process print with expression at an appropriate rate 			
STUDENT LEARNING OBJECTIVES			
Key Knowledge		Process/Skills/Procedures/Application of Key Knowledge	
<p>Students will know:</p> <ul style="list-style-type: none"> ● trick words: world, answer, different ● r-controlled syllable <ul style="list-style-type: none"> ○ ar and or-- r-controlled vowels like in car and horn (they get one tap) ○ r is immediately after the vowel ○ these are r-controlled syllables ● mark r-controlled syllable <ul style="list-style-type: none"> ○ scoop and label r underneath ● combining r-control syllables with the other syllables <ul style="list-style-type: none"> ○ can combine r-controlled with other syllables like in army, party ○ explain that /or/ sounds the same in a words like store- but store is a magic e word- the e is making the vowel long 		<p>Students will be able to:</p> <ul style="list-style-type: none"> ● read trick words- world, answer, different ● identify r-controlled syllables - ar, or ● read multisyllabic words with r-controlled syllables ● mark r-controlled syllables 	

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none"> ● Unit Test (page 281 in <i>Teacher’s Manual</i>) <ul style="list-style-type: none"> ○ This assessment can be given whole group. ○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 9. If not, please review and reteach tricky concepts and then reassess.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> ● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students. ● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist ● You will also see evidence of the application of skills in reading and writing workshop tasks
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> ● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist ● You will also see evidence of the application of skills in reading and writing workshop tasks ● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> ● The Elementary Spelling Inventory (<i>Words Their Way</i>) will be given 3X per year (Sept/ Jan/ June)
RESOURCES	
Core instructional materials:	
<ul style="list-style-type: none"> ● Foundations Teacher’s Manual Level 2 <ul style="list-style-type: none"> ○ page 282 Unit 8 Resources ● Wilson PLC http://www.wilsonlanguage.com/register (look for the registration code on the first page of teacher’s manual) ● Level 2 Trick Words 	
Supplemental materials:	
<ul style="list-style-type: none"> ● <i>Words Their Way</i> teacher’s manual ● <i>Words Their Way</i> Within Word sort book <ul style="list-style-type: none"> ○ Sort 25 ○ Sort 28 	

Technology Resources

- Downloadable free apps
 - ABCmouse.com
 - Learn with Homer
 - Simplex Spelling with Reverse Phonics: Lite
 - Sky Fish Phonics
 - The Electric Company Wordball!
 - Wonster Words Learning

Shared Reading Connections

Please incorporate Shared Reading lessons into your Foundations Word Study block. This component will help students learn to apply what phonics/decoding skills they are learning into authentic texts.

- Students can go on word hunts to find words that have the features you have studied.
- Students can go on word hunts to find trick words that you have studied.
- Students can actively apply decoding skills as you read the text.
- Students can practice scooping and reading texts with fluency.

Interactive Writing Connections

Please incorporate Interactive Writing lessons into your Foundations Word Study block. This component will help students learn to apply what phonics/encoding skills they are learning into authentic texts.

- Students should be held accountable for spelling words that have the features that you have studied.
- Students should be held accountable for spelling the trick words that you have studied.
- Students can practice marking words.
- Students can practice proper grammar and conventions.

Reading Workshop Connections

You should see a direct connection between what students are learning in Foundations and their decoding and fluency work when reading independent texts. *Keep in mind text level expectations.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.

Leveled Texts

Assorted leveled texts can be used to differentiate instruction

Writing Workshop Connections

You should see a direct connection between what students are learning in Foundations and their spelling and conventions work when writing.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when writing.

Modifications for Learners

See [appendix](#)

Topic/ Unit 9 Title	Level 2 Unit 9	Approximate Pacing	2 weeks
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS			
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do sounds and letters work together to create words? ● How are sounds represented by letters? ● How do I figure out words I don't know? ● Why does fluency matter? <p>Enduring Objectives/ Understandings:</p> <ul style="list-style-type: none"> ● Words are made up of letters that represent sounds ● Letter and letter combinations represent sounds ● Word analysis and decoding skills are essential for successful readers ● Fluent readers accurately process print with expression at an appropriate rate 			
STUDENT LEARNING OBJECTIVES			
Key Knowledge		Process/Skills/Procedures/Application of Key Knowledge	
<p>Students will know:</p> <ul style="list-style-type: none"> ● trick words: picture,learn, earth, father, brother, mother ● sounds of er,ir,and ur <ul style="list-style-type: none"> ○ they all make the same sound ○ have the students when spelling try each option and see which one looks correct ○ use an electronic dictionary to have students check the spelling if needed ● mark r-controlled syllables ● combining syllables with rcontrol er,ir, and ur <ul style="list-style-type: none"> ○ or,ar,er,ir,ur are all r-controlled syllables and can be combined with other syllables ○ when you hear the /er/ sound at the end of a multisyllabic word it is often spelled -er <ul style="list-style-type: none"> ■ hunger,winter 		<p>Students will be able to:</p> <ul style="list-style-type: none"> ● read trick words- picture,learn, earth, father, brother, mother ● identify and read words with er, ir, and ur ● read multisyllabic words with r-control er, ir, and ur ● mark r-controlled syllables 	

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none"> ● Unit Test (page 309 in <i>Teacher's Manual</i>) <ul style="list-style-type: none"> ○ This assessment can be given whole group. ○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 10. If not, please review and reteach tricky concepts and then reassess.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> ● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students. ● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist ● You will also see evidence of the application of skills in reading and writing workshop tasks
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> ● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist ● You will also see evidence of the application of skills in reading and writing workshop tasks ● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> ● The Elementary Spelling Inventory (<i>Words Their Way</i>) will be given 3X per year (Sept/ Jan/ June)
RESOURCES	
Core instructional materials:	
<ul style="list-style-type: none"> ● Foundations Teacher's Manual Level 2 <ul style="list-style-type: none"> ○ page 310 Unit 9 Resources ● Wilson PLC http://www.wilsonlanguage.com/register (look for the registration code on the first page of teacher's manual) ● Level 2 Trick Words 	
Supplemental materials:	
<ul style="list-style-type: none"> ● <i>Words Their Way</i> teacher's manual ● <i>Words Their Way</i> Syllables and Affixes sort book <ul style="list-style-type: none"> ○ Sort 27 	
<u>Technology Resources</u>	

- Downloadable free apps
 - ABCmouse.com
 - Learn with Homer
 - Simplex Spelling with Reverse Phonics: Lite
 - Sky Fish Phonics
 - The Electric Company Wordball!
 - Wonster Words Learning

Shared Reading Connections

Please incorporate Shared Reading lessons into your Foundations Word Study block. This component will help students learn to apply what phonics/decoding skills they are learning into authentic texts.

- Students can go on word hunts to find words that have the features you have studied.
- Students can go on word hunts to find trick words that you have studied.
- Students can actively apply decoding skills as you read the text.
- Students can practice scooping and reading texts with fluency.

Interactive Writing Connections

Please incorporate Interactive Writing lessons into your Foundations Word Study block. This component will help students learn to apply what phonics/encoding skills they are learning into authentic texts.

- Students should be held accountable for spelling words that have the features that you have studied.
- Students should be held accountable for spelling the trick words that you have studied.
- Students can practice marking words.
- Students can practice proper grammar and conventions.

Reading Workshop Connections

You should see a direct connection between what students are learning in Foundations and their decoding and fluency work when reading independent texts. *Keep in mind text level expectations.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.

Leveled Texts

Assorted leveled texts can be used to differentiate instruction

Writing Workshop Connections

You should see a direct connection between what students are learning in Foundations and their spelling and conventions work when writing.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when writing.

Modifications for Learners

See [appendix](#)

Topic/ Unit 10 Title	Level 2 Unit 10	Approximate Pacing	2 weeks
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS			
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do sounds and letters work together to create words? ● How are sounds represented by letters? ● How do I figure out words I don't know? ● Why does fluency matter? <p>Enduring Objectives/ Understandings:</p> <ul style="list-style-type: none"> ● Words are made up of letters that represent sounds ● Letter and letter combinations represent sounds ● Word analysis and decoding skills are essential for successful readers ● Fluent readers accurately process print with expression at an appropriate rate 			
STUDENT LEARNING OBJECTIVES			
Key Knowledge		Process/Skills/Procedures/Application of Key Knowledge	
<p>Students will know:</p> <ul style="list-style-type: none"> ● trick words: great,America, country, school, away, thought ● double vowel syllable <ul style="list-style-type: none"> ○ double vowel syllable = words that contain a vowel digraph or a diphthong ○ vowel digraphs are two vowels that represent one sound (ee) ○ diphthongs are a sound that begins with one vowel sound that glides into another (oi) <ul style="list-style-type: none"> ■ students do not need to know the difference ● mark double vowel syllable <ul style="list-style-type: none"> ○ scoopy syllable and label with a d underneath, the vowel team is circled ● sounds and spelling options for ai and ay <ul style="list-style-type: none"> ○ students mark words with these sounds by underlining syllable and putting a D under it 		<p>Students will be able to:</p> <ul style="list-style-type: none"> ● read trick words- great,America, country, school, away, thought ● identify and mark double vowel syllable ● spell words with -ay, ai , and a-e (magic e) ● identify homophones ● read multisyllabic words with double vowel syllable 	

<ul style="list-style-type: none"> ○ -ay comes at the end of a word ○ ai comes in the middle of a word ○ a-e (magic e) also makes the long sound- can be an option for the middle of the word <ul style="list-style-type: none"> ■ have students use an online dictionary to help decide the correct spelling of words with ai or a-e ■ words that have 2 consonants after the long /a/ sound can not be a-e (magic e) -- paint ● combining all syllable types <ul style="list-style-type: none"> ○ double vowel syllable can be combined with other syllables - re-main, com- plain ● homophones <ul style="list-style-type: none"> ○ words that sound the same, spelled differently and have different meanings --main and mane 	
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ASSESSMENT OF LEARNING

<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> ● Unit Test (page 337 in <i>Teacher's Manual</i>) <ul style="list-style-type: none"> ○ This assessment can be given whole group. ○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 11. If not, please review and reteach tricky concepts and then reassess.
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> ● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students. ● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist ● You will also see evidence of the application of skills in reading and writing workshop tasks
<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> ● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist ● You will also see evidence of the application of skills in reading and writing workshop tasks ● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards</p>	<ul style="list-style-type: none"> ● The Elementary Spelling Inventory (<i>Words Their Way</i>) will be given 3X per year (Sept/ Jan/ June)

grade level standards; given
2-3 X per year)

RESOURCES

Core instructional materials:

- Foundations Teacher's Manual Level 2
 - page 338 Unit 10 Resources
- Wilson PLC <http://www.wilsonlanguage.com/register> (look for the registration code on the first page of teacher's manual)
- [Level 2 Trick Words](#)

Supplemental materials:

- *Words Their Way* teacher's manual
- *Words Their Way* Syllables and Affixes sort book
 - Sorts 53-54
- *Fountas and Pinnell Phonics Lessons Grade 2*
 - Exploring Simple Homophones 1 (page 285)
 - Exploring Simple Homophones 2 (page 289)
 - Exploring Simple Homophones (page 293)

Technology Resources

- Downloadable free apps
 - ABCmouse.com
 - Learn with Homer
 - Simplex Spelling with Reverse Phonics: Lite
 - Sky Fish Phonics
 - The Electric Company Wordball!
 - Wonster Words Learning

Shared Reading Connections

Please incorporate Shared Reading lessons into your Foundations Word Study block. This component will help students learn to apply what phonics/decoding skills they are learning into authentic texts.

- Students can go on word hunts to find words that have the features you have studied.
- Students can go on word hunts to find trick words that you have studied.
- Students can actively apply decoding skills as you read the text.
- Students can practice scooping and reading texts with fluency.

Interactive Writing Connections

Please incorporate Interactive Writing lessons into your Foundations Word Study block. This component will help students learn to apply what phonics/encoding skills they are learning into authentic texts.

- Students should be held accountable for spelling words that have the features that you have studied.
- Students should be held accountable for spelling the trick words that you have studied.
- Students can practice marking words.
- Students can practice proper grammar and conventions.

Reading Workshop Connections

You should see a direct connection between what students are learning in Foundations and their decoding and fluency work when reading independent texts. *Keep in mind text level expectations.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.

Leveled Texts

Assorted leveled texts can be used to differentiate instruction

Writing Workshop Connections

You should see a direct connection between what students are learning in Foundations and their spelling and conventions work when writing.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when writing.

Modifications for Learners

See [appendix](#)

Topic/ Unit 11 Title	Level 2 Unit 11	Approximate Pacing	2 weeks
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS			
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do sounds and letters work together to create words? ● How are sounds represented by letters? ● How do I figure out words I don't know? ● Why does fluency matter? <p>Enduring Objectives/ Understandings:</p> <ul style="list-style-type: none"> ● Words are made up of letters that represent sounds ● Letter and letter combinations represent sounds ● Word analysis and decoding skills are essential for successful readers ● Fluent readers accurately process print with expression at an appropriate rate 			
STUDENT LEARNING OBJECTIVES			
Key Knowledge		Process/Skills/Procedures/Application of Key Knowledge	
<p>Students will know:</p> <ul style="list-style-type: none"> ● trick words: whose,won,son,breakfast,head,ready ● sounds and spelling options for ee,ea, and -ey <ul style="list-style-type: none"> ○ double vowel syllables ○ all these vowel teams make the long /e/ sound ○ all these vowel teams ○ -ey only comes at the end of a word ○ -y also says long /e/ sound at the end of a word and is more common than -ey <ul style="list-style-type: none"> ■ can use an electronic dictionary if not sure of the spelling of words with -ey or -y ○ ee and ea are found in the middle of the word ○ ee, ea, and e-e (magic e) all make the same sound <ul style="list-style-type: none"> ■ use an electronic dictionary to see which spelling is correct ● mark as double vowel syllable 		<p>Students will be able to:</p> <ul style="list-style-type: none"> ● read trick words- whose,won,son,breakfast,head,ready ● read and identify words with ee, ea, -ey ● spell words with ee, ea, -ey <ul style="list-style-type: none"> ○ use strategies for spelling ● know the meanings of homophones ● mark as double vowel syllables 	

<ul style="list-style-type: none"> ● homophones <ul style="list-style-type: none"> ○ week and weak ● multisyllabic words with vowel teams <ul style="list-style-type: none"> ○ you can combining vowel team syllables with other syllables ○ break the words using the syllabication rules for vccv,vcccv,vcv patterns 	
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ASSESSMENT OF LEARNING

Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none"> ● Unit Test (page 365 in <i>Teacher’s Manual</i>) <ul style="list-style-type: none"> ○ This assessment can be given whole group. ○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 12. If not, please review and reteach tricky concepts and then reassess.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> ● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students. ● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist ● You will also see evidence of the application of skills in reading and writing workshop tasks
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> ● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist ● You will also see evidence of the application of skills in reading and writing workshop tasks ● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> ● The Elementary Spelling Inventory (<i>Words Their Way</i>) will be given 3X per year (Sept/ Jan/ June)

RESOURCES

Core instructional materials: <ul style="list-style-type: none"> ● Foundations Teacher’s Manual Level 2 <ul style="list-style-type: none"> ○ page 366 Unit 11 Resources ● Wilson PLC http://www.wilsonlanguage.com/register (look for the registration code on the first page of teacher’s manual)
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- [Level 2 Trick Words](#)

Supplemental materials:

- *Words Their Way* teacher's manual
- *Words Their Way* Syllables and Affixes sort book
 - Sort 36
- *Fountas and Pinnell Phonics Lessons Grade 2*
 - Learning the sound of a as in Cake (page 159)

Technology Resources

- Downloadable free apps
 - ABCmouse.com
 - Learn with Homer
 - Simplex Spelling with Reverse Phonics: Lite
 - Sky Fish Phonics
 - The Electric Company Wordball!
 - Wonster Words Learning

Shared Reading Connections

Please incorporate Shared Reading lessons into your Foundations Word Study block. This component will help students learn to apply what phonics/decoding skills they are learning into authentic texts.

- Students can go on word hunts to find words that have the features you have studied.
- Students can go on word hunts to find trick words that you have studied.
- Students can actively apply decoding skills as you read the text.
- Students can practice scooping and reading texts with fluency.

Interactive Writing Connections

Please incorporate Interactive Writing lessons into your Foundations Word Study block. This component will help students learn to apply what phonics/encoding skills they are learning into authentic texts.

- Students should be held accountable for spelling words that have the features that you have studied.
- Students should be held accountable for spelling the trick words that you have studied.
- Students can practice marking words.
- Students can practice proper grammar and conventions.

Reading Workshop Connections

You should see a direct connection between what students are learning in Foundations and their decoding and fluency work when reading independent texts. *Keep in mind text level expectations.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.

Leveled Texts

Assorted leveled texts can be used to differentiate instruction

Writing Workshop Connections

You should see a direct connection between what students are learning in Foundations and their spelling and conventions work when writing.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when writing.

Modifications for Learners

See [appendix](#)

Topic/ Unit 12 Title	Level 2 Unit 12	Approximate Pacing	1 week
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS			
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do sounds and letters work together to create words? ● How are sounds represented by letters? ● How do I figure out words I don't know? ● Why does fluency matter? <p>Enduring Objectives/ Understandings:</p> <ul style="list-style-type: none"> ● Words are made up of letters that represent sounds ● Letter and letter combinations represent sounds ● Word analysis and decoding skills are essential for successful readers ● Fluent readers accurately process print with expression at an appropriate rate 			
STUDENT LEARNING OBJECTIVES			
Key Knowledge		Process/Skills/Procedures/Application of Key Knowledge	
<p>Students will know:</p> <ul style="list-style-type: none"> ● trick words: favorite, early, ocean ● mark as double vowel syllables ● vowel teams oi, oy <ul style="list-style-type: none"> ○ only get one tap ○ oi is found in the middle or beginning of a word ○ oy is found at the end of a word 		<p>Students will be able to:</p> <ul style="list-style-type: none"> ● read trick words- favorite, early, ocean ● read and identify words with oi, oy ● mark as double vowel syllables 	
ASSESSMENT OF LEARNING			
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> ● Unit Test (page 383 in <i>Teacher's Manual</i>) <ul style="list-style-type: none"> ○ This assessment can be given whole group. ○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 13. If not, please review and reteach tricky concepts and then reassess. 		
<p>Formative Assessments (Ongoing assessments during</p>	<ul style="list-style-type: none"> ● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students. ● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist 		

the learning period to inform instruction)	<ul style="list-style-type: none"> You will also see evidence of the application of skills in reading and writing workshop tasks
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist You will also see evidence of the application of skills in reading and writing workshop tasks The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> The Elementary Spelling Inventory (<i>Words Their Way</i>) will be given 3X per year (Sept/ Jan/ June)

RESOURCES

Core instructional materials:

- Fundations Teacher's Manual Level 2
 - page 384 Unit 12 Resources
- Wilson PLC <http://www.wilsonlanguage.com/register> (look for the registration code on the first page of teacher's manual)
- [Level 2 Trick Words](#)

Supplemental materials:

- Words Their Way* teacher's manual
- Words Their Way* Syllables and Affixes sort book
 - Sort 22

Technology Resources

- Downloadable free apps
 - ABCmouse.com
 - Learn with Homer
 - Simplex Spelling with Reverse Phonics: Lite
 - Sky Fish Phonics
 - The Electric Company Wordball!
 - Wonster Words Learning

Shared Reading Connections

Please incorporate Shared Reading lessons into your Foundations Word Study block. This component will help students learn to apply what phonics/decoding skills they are learning into authentic texts.

- Students can go on word hunts to find words that have the features you have studied.
- Students can go on words hunts to find trick words that you have studied.
- Students can actively apply decoding skills as you read the text.
- Students can practice scooping and reading texts with fluency.

Interactive Writing Connections

Please incorporate Interactive Writing lessons into your Foundations Word Study block. This component will help students learn to apply what phonics/encoding skills they are learning into authentic texts.

- Students should be held accountable for spelling words that have the features that you have studied.
- Students should be held accountable for spelling the trick words that you have studied.
- Students can practice marking words.
- Students can practice proper grammar and conventions.

Reading Workshop Connections

You should see a direct connection between what students are learning in Foundations and their decoding and fluency work when reading independent texts. *Keep in mind text level expectations.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.

Leveled Texts

Assorted leveled texts can be used to differentiate instruction

Writing Workshop Connections

You should see a direct connection between what students are learning in Foundations and their spelling and conventions work when writing.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when writing.

Modifications for Learners

See [appendix](#)

Topic/ Unit 13 Title	Level 2 Unit 13	Approximate Pacing	2 weeks
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS			
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do sounds and letters work together to create words? ● How are sounds represented by letters? ● How do I figure out words I don't know? ● Why does fluency matter? <p>Enduring Objectives/ Understandings:</p> <ul style="list-style-type: none"> ● Words are made up of letters that represent sounds ● Letter and letter combinations represent sounds ● Word analysis and decoding skills are essential for successful readers ● Fluent readers accurately process print with expression at an appropriate rate 			
STUDENT LEARNING OBJECTIVES			
Key Knowledge		Process/Skills/Procedures/Application of Key Knowledge	
<p>Students will know:</p> <ul style="list-style-type: none"> ● trick words: Monday, Tuesday, cousin, lose, tomorrow, beautiful ● vowel teams -oa, ow and oe <ul style="list-style-type: none"> ○ oa, ow, and oe all make the long /o/ sound ○ ow comes at the end of a word or sometimes in the middle of a word- grow, grown ○ oa is often found in the beginning or middle of a word ○ oe comes at the end of a word ○ mark the syllables by circling the vowel team, underlining and labeling it D for double vowel ○ o-e (magic e) also makes long /o/ sound <ul style="list-style-type: none"> ■ use an electronic dictionary if needed to check spelling ● homophones <ul style="list-style-type: none"> ○ tow and toe 		<p>Students will be able to:</p> <ul style="list-style-type: none"> ● read trick words- Monday, Tuesday, cousin, lose, tomorrow, beautiful ● read and identify words with oa,ow,and oe ● mark words with vowel teams ● spell words with oa, ow, oe 	

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none"> ● Unit Test (page 411 in <i>Teacher's Manual</i>) <ul style="list-style-type: none"> ○ This assessment can be given whole group. ○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 14. If not, please review and reteach tricky concepts and then reassess.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> ● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students. ● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist ● You will also see evidence of the application of skills in reading and writing workshop tasks
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> ● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist ● You will also see evidence of the application of skills in reading and writing workshop tasks ● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> ● The Elementary Spelling Inventory (<i>Words Their Way</i>) will be given 3X per year (Sept/ Jan/ June)
RESOURCES	
Core instructional materials:	
<ul style="list-style-type: none"> ● Foundations Teacher's Manual Level 2 <ul style="list-style-type: none"> ○ page 412 Unit 13 Resources ● Wilson PLC http://www.wilsonlanguage.com/register (look for the registration code on the first page of teacher's manual) ● Level 2 Trick Words 	
Supplemental materials:	
<ul style="list-style-type: none"> ● <i>Words Their Way</i> teacher's manual ● <i>Fountas and Pinnell Phonics Lessons</i> Grade 2 <ul style="list-style-type: none"> ○ Identifying Words with ai, ay, ee, ea, oa, ow (page 135) ○ Recognizing ou, ow, aw Vowel Sounds (page 151) 	

Technology Resources

- Downloadable free apps
 - ABCmouse.com
 - Learn with Homer
 - Simplex Spelling with Reverse Phonics: Lite
 - Sky Fish Phonics
 - The Electric Company Wordball!
 - Wonster Words Learning

Shared Reading Connections

Please incorporate Shared Reading lessons into your Foundations Word Study block. This component will help students learn to apply what phonics/decoding skills they are learning into authentic texts.

- Students can go on word hunts to find words that have the features you have studied.
- Students can go on word hunts to find trick words that you have studied.
- Students can actively apply decoding skills as you read the text.
- Students can practice scooping and reading texts with fluency.

Interactive Writing Connections

Please incorporate Interactive Writing lessons into your Foundations Word Study block. This component will help students learn to apply what phonics/encoding skills they are learning into authentic texts.

- Students should be held accountable for spelling words that have the features that you have studied.
- Students should be held accountable for spelling the trick words that you have studied.
- Students can practice marking words.
- Students can practice proper grammar and conventions.

Reading Workshop Connections

You should see a direct connection between what students are learning in Foundations and their decoding and fluency work when reading independent texts. *Keep in mind text level expectations.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.

Leveled Texts

Assorted leveled texts can be used to differentiate instruction

Writing Workshop Connections

You should see a direct connection between what students are learning in Foundations and their spelling and conventions work when writing.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when writing.

Modifications for Learners

See [appendix](#)

Topic/ Unit 14 Title	Level 2 Unit 14	Approximate Pacing	2 weeks
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS			
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do sounds and letters work together to create words? ● How are sounds represented by letters? ● How do I figure out words I don't know? ● Why does fluency matter? <p>Enduring Objectives/ Understandings:</p> <ul style="list-style-type: none"> ● Words are made up of letters that represent sounds ● Letter and letter combinations represent sounds ● Word analysis and decoding skills are essential for successful readers ● Fluent readers accurately process print with expression at an appropriate rate 			
STUDENT LEARNING OBJECTIVES			
Key Knowledge		Process/Skills/Procedures/Application of Key Knowledge	
<p>Students will know:</p> <ul style="list-style-type: none"> ● trick words: Wednesday, Thursday, Saturday, bought, brought, piece ● /ou/ sound in ow and ou ● spelling generalizations for /ou/ <ul style="list-style-type: none"> ○ ow is usually at the end of a word ○ ou is usually found in the beginning or the middle of a word, ,a consonant is always after it 		<p>Students will be able to:</p> <ul style="list-style-type: none"> ● read trick words- Wednesday, Thursday, Saturday, bought, brought, piece ● read and identify words that have ou and ow ● spell words with the ou and ow using spelling generalizations 	
ASSESSMENT OF LEARNING			
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> ● Unit Test (page 439 in <i>Teacher's Manual</i>) <ul style="list-style-type: none"> ○ This assessment can be given whole group. ○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 15. If not, please review and reteach tricky concepts and then reassess. 		
<p>Formative Assessments (Ongoing assessments during</p>	<ul style="list-style-type: none"> ● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students. 		

the learning period to inform instruction)	<ul style="list-style-type: none"> • Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist • You will also see evidence of the application of skills in reading and writing workshop tasks
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> • Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist • You will also see evidence of the application of skills in reading and writing workshop tasks • The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> • The Elementary Spelling Inventory (<i>Words Their Way</i>) will be given 3X per year (Sept/ Jan/ June)

RESOURCES

Core instructional materials:

- Foundations Teacher’s Manual Level 2
 - page 440 Unit 14 Resources
- Wilson PLC <http://www.wilsonlanguage.com/register> (look for the registration code on the first page of teacher’s manual)
- [Level 2 Trick Words](#)

Supplemental materials:

- *Words Their Way* teacher’s manual
- *Words Their Way* Syllables and Affixes sort book
 - Sort 22
- *Fountas and Pinnell Phonics Lessons* Grade 2
 - Recognizing ou, ow, and aw vowel sounds (page 151)

Technology Resources

- Downloadable free apps
 - ABCmouse.com
 - Learn with Homer
 - Simplex Spelling with Reverse Phonics: Lite
 - Sky Fish Phonics

- The Electric Company Wordball!
- Wonster Words Learning

Shared Reading Connections

Please incorporate Shared Reading lessons into your Foundations Word Study block. This component will help students learn to apply what phonics/decoding skills they are learning into authentic texts.

- Students can go on word hunts to find words that have the features you have studied.
- Students can go on word hunts to find trick words that you have studied.
- Students can actively apply decoding skills as you read the text.
- Students can practice scooping and reading texts with fluency.

Interactive Writing Connections

Please incorporate Interactive Writing lessons into your Foundations Word Study block. This component will help students learn to apply what phonics/encoding skills they are learning into authentic texts.

- Students should be held accountable for spelling words that have the features that you have studied.
- Students should be held accountable for spelling the trick words that you have studied.
- Students can practice marking words.
- Students can practice proper grammar and conventions.

Reading Workshop Connections

You should see a direct connection between what students are learning in Foundations and their decoding and fluency work when reading independent texts. *Keep in mind text level expectations.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when reading.

Leveled Texts

Assorted leveled texts can be used to differentiate instruction

Writing Workshop Connections

You should see a direct connection between what students are learning in Foundations and their spelling and conventions work when writing.

- Prompt students to make connections to Foundations charts, cards, and other resources to help them when writing.

Modifications for Learners

See [appendix](#).

Topic/ Unit 15 Title	Level 2 Unit 15	Approximate Pacing	2 weeks
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS			
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do sounds and letters work together to create words? ● How are sounds represented by letters? ● How do I figure out words I don't know? ● Why does fluency matter? <p>Enduring Objectives/ Understandings:</p> <ul style="list-style-type: none"> ● Words are made up of letters that represent sounds ● Letter and letter combinations represent sounds ● Word analysis and decoding skills are essential for successful readers ● Fluent readers accurately process print with expression at an appropriate rate 			
STUDENT LEARNING OBJECTIVES			
Key Knowledge		Process/Skills/Procedures/Application of Key Knowledge	
<p>Students will know:</p> <ul style="list-style-type: none"> ● trick words: January, February, July, enough, special, December ● sounds of oo,ou,ue, and ew- all double vowel syllables <ul style="list-style-type: none"> ○ mark double vowels by circle the letters and scooping syllable and labeling with a D ○ all four of these sounds make the sound like in school or boo ● long /u/ sound of ue <ul style="list-style-type: none"> ○ like in rescue ● the other sound of oo <ul style="list-style-type: none"> ○ like in book 		<p>Students will be able to:</p> <ul style="list-style-type: none"> ● read trick words- January, February, July, enough, special, December ● read and identify words with oo,ou,ue, ew making the sound like in boo ● read and identify words with ue like in rescue ● read and identify words with oo like in book ● mark words with oo,ou,ue, and ew 	
ASSESSMENT OF LEARNING			

Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none"> ● Unit Test (page 467 in <i>Teacher's Manual</i>) <ul style="list-style-type: none"> ○ This assessment can be given whole group. ○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 16. If not, please review and reteach tricky concepts and then reassess.
Formative Assessments (Ongoing assessments during the learning period to inform instruction)	<ul style="list-style-type: none"> ● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students. ● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist ● You will also see evidence of the application of skills in reading and writing workshop tasks
Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)	<ul style="list-style-type: none"> ● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist ● You will also see evidence of the application of skills in reading and writing workshop tasks ● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.
Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)	<ul style="list-style-type: none"> ● The Elementary Spelling Inventory (<i>Words Their Way</i>) will be given 3X per year (Sept/ Jan/ June)

RESOURCES

Core instructional materials:

- Foundations Teacher's Manual Level 2
 - page 468 Unit 15 Resources
- Wilson PLC <http://www.wilsonlanguage.com/register> (look for the registration code on the first page of teacher's manual)
- [Level 2 Trick Words](#)

Supplemental materials:

- *Words Their Way* teacher's manual
- *Words Their Way* Syllables and Affixes sort book
 - Sort 22
- *Fountas and Pinnell Phonics Lessons* Grade 2
 - Learning patterns with oo double vowels (page 201)

Technology Resources

- Downloadable free apps
 - ABCmouse.com
 - Learn with Homer
 - Simplex Spelling with Reverse Phonics: Lite
 - Sky Fish Phonics
 - The Electric Company Wordball!
 - Wonster Words Learning

Modifications for Learners

See [appendix](#)

Topic/ Unit 16 Title	Level 2 Unit 16	Approximate Pacing	1 week
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS			
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do sounds and letters work together to create words? ● How are sounds represented by letters? ● How do I figure out words I don't know? ● Why does fluency matter? <p>Enduring Objectives/ Understandings:</p> <ul style="list-style-type: none"> ● Words are made up of letters that represent sounds ● Letter and letter combinations represent sounds ● Word analysis and decoding skills are essential for successful readers ● Fluent readers accurately process print with expression at an appropriate rate 			
STUDENT LEARNING OBJECTIVES			
Key Knowledge		Process/Skills/Procedures/Application of Key Knowledge	
<p>Students will know:</p> <ul style="list-style-type: none"> ● trick words: August, laugh, daughter ● sounds of au and aw- double vowel syllable ● spelling generalizations for aw and au <ul style="list-style-type: none"> ○ au is found in the middle or beginning of a word ○ aw us found at the end of the word 		<p>Students will be able to:</p> <ul style="list-style-type: none"> ● read trick words- August, laugh, daughter ● read and identify words with aw and au ● spell words using generalizations for au and aw ● mark as a double vowel syllable 	
ASSESSMENT OF LEARNING			
<p>Summative Assessment (Assessment at the end of the learning period)</p>	<ul style="list-style-type: none"> ● Unit Test (page 485 in <i>Teacher's Manual</i>) <ul style="list-style-type: none"> ○ This assessment can be given whole group. ○ You need 80% of students to demonstrate mastery (80%) in order to move onto Unit 17. If not, please review and reteach tricky concepts and then reassess. 		
<p>Formative Assessments (Ongoing assessments during the learning period to inform instruction)</p>	<ul style="list-style-type: none"> ● The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students. ● Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist ● You will also see evidence of the application of skills in reading and writing workshop tasks 		

<p>Alternative Assessments (Any learning activity or assessment that asks students to <i>perform</i> to demonstrate their knowledge, understanding and proficiency)</p>	<ul style="list-style-type: none"> • Data can be collected on any activity in the program by: video, anecdotal notes, skills checklist • You will also see evidence of the application of skills in reading and writing workshop tasks • The fluency pack in your Foundations kit can be used as formative assessment data for certain students or groups of students.
<p>Benchmark Assessments (used to establish baseline achievement data and measure progress towards grade level standards; given 2-3 X per year)</p>	<ul style="list-style-type: none"> • The Elementary Spelling Inventory (<i>Words Their Way</i>) will be given 3X per year (Sept/ Jan/ June)

RESOURCES

Core instructional materials:

- Foundations Teacher’s Manual Level 2
 - page 486 Unit 16 Resources
- Wilson PLC <http://www.wilsonlanguage.com/register> (look for the registration code on the first page of teacher’s manual)
- [Level 2 Trick Words](#)

Supplemental materials:

- *Words Their Way* teacher’s manual
- *Words Their Way* Syllables and Affixes sort book
 - Sort 23
- *Fountas and Pinnell Phonics Lessons* Grade 2
 - Recognizing ou, ow, and aw vowel sounds (page 151)

Technology Resources

- Downloadable free apps
 - ABCmouse.com
 - Learn with Homer
 - Simplex Spelling with Reverse Phonics: Lite
 - Sky Fish Phonics
 - The Electric Company Wordball!
 - Wonster Words Learning

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Reading Workshop Connections

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Leveled Texts

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Writing Workshop Connections

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Modifications for Learners

See [appendix](#)

Topic/ Unit 17 Title	Level 2 Unit 17	Approximate Pacing	2 weeks
UNIT/TOPIC ESSENTIAL QUESTIONS AND ENDURING OBJECTIVES/UNDERSTANDINGS			
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How do sounds and letters work together to create words? ● How are sounds represented by letters? ● How do I figure out words I don't know? ● Why does fluency matter? <p>Enduring Objectives/ Understandings:</p> <ul style="list-style-type: none"> ● Words are made up of letters that represent sounds ● Letter and letter combinations represent sounds ● Word analysis and decoding skills are essential for successful readers ● Fluent readers accurately process print with expression at an appropriate rate 			
STUDENT LEARNING OBJECTIVES			
Key Knowledge		Process/Skills/Procedures/Application of Key Knowledge	
<p>Students will know:</p> <ul style="list-style-type: none"> ● trick words: trouble, couple, young ● consonant -le syllable type <ul style="list-style-type: none"> ○ this syllable has three levels- a consonant l and e ○ the e silent- but it is the vowel and every syllable has to have a vowel ○ is its the last syllable in a multisyllabic word ○ mark words by scooping syllable and crossing off the e at the end of the consonant -le because e silent ○ words like tackle- spell the sound the /k/ with a ck because it is right after a short vowel ● spelling consonant -le words ● review all 6 syllable types <ul style="list-style-type: none"> ○ open, closed, double vowel, r-controlled, vowel consonant e (magic e), consonant -le 		<p>Students will be able to:</p> <ul style="list-style-type: none"> ● read trick words- trouble, couple, young ● read and identify consonant -le ● mark words with a consonant -le ● identify all 6 syllable types 	

ASSESSMENT OF LEARNING	
Summative Assessment (Assessment at the end of the learning period)	<ul style="list-style-type: none"> ● Unit Test (page 513 in <i>Teacher's Manual</i>) <ul style="list-style-type: none"> ○ This assessment can be given whole group. ○ You need 80% of students to demonstrate mastery (80%). If not, please review and reteach tricky concepts and then reassess.
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RESOURCES	
Core instructional materials:	
<ul style="list-style-type: none"> ● Foundations Teacher's Manual Level 2 <ul style="list-style-type: none"> ○ page 514 Unit 17 Resources ● Wilson PLC http://www.wilsonlanguage.com/register (look for the registration code on the first page of teacher's manual) ● Level 2 Trick Words 	
Supplemental materials:	
<ul style="list-style-type: none"> ● <i>Words Their Way</i> teacher's manual ● <i>Words Their Way</i> Syllables and Affixes sort book <ul style="list-style-type: none"> ○ Sort 29 	
<u>Technology Resources</u>	

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