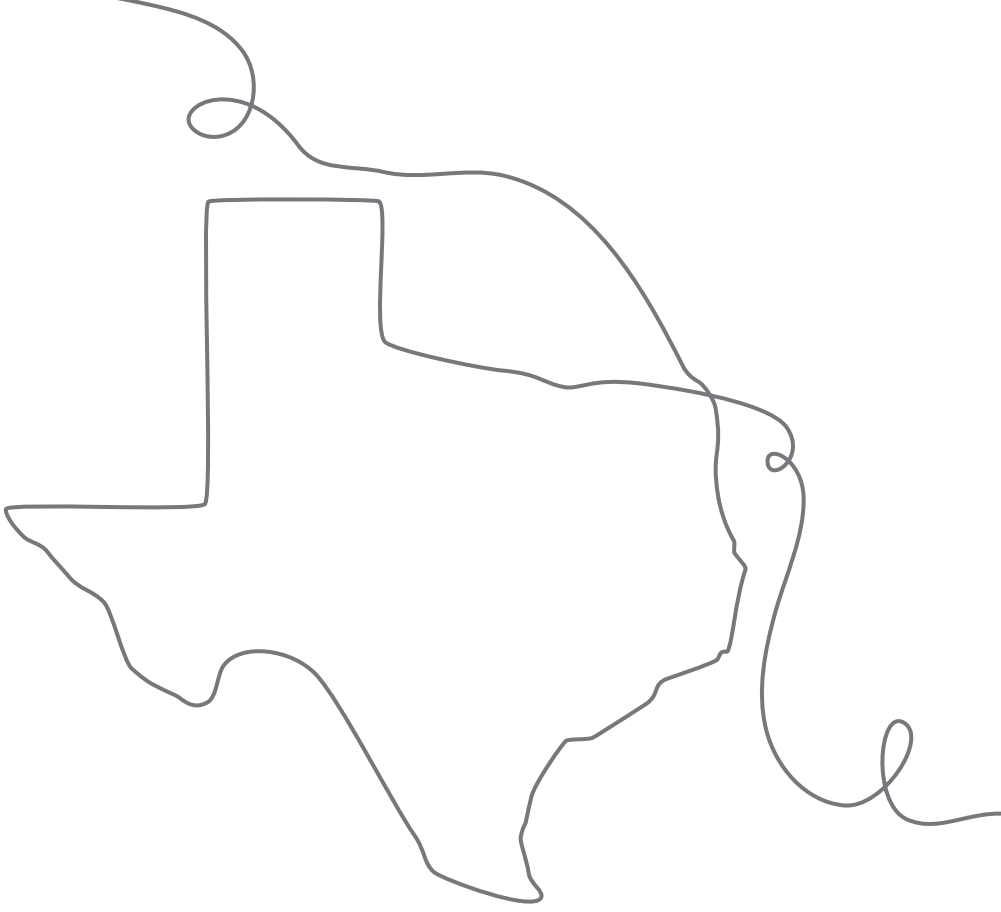

Grade 2

Skills 1

Reading
Language Arts

TEACHER GUIDE

Grade 2

Skills 1

Teacher Guide

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Grade 2 | Unit 1

Introduction

WELCOME

Dear Second Grade Teacher,

Welcome! This program has been carefully researched and crafted in order to make every student in your classroom a reader. This program is divided into two strands: a Skills Strand and a Knowledge Strand. You are currently reading the introduction to Unit 1 of the Skills Strand.

Some key aspects of the Skills Strand are listed here:

- The Skills Strand provides comprehensive instruction in foundational reading skills, such as phonological awareness, phonics and word recognition, fluency, language skills (including conventions of English, spelling, and grammar), as well as reading comprehension and writing instruction.
- This program includes explicit, systematic phonics instruction in which students are taught the letter-sound correspondences needed to independently decode words.
- This program begins by teaching the most common or least ambiguous spelling for a sound (the basic code spelling). Later it teaches spelling alternatives for sounds that can be spelled several different ways. The system is kept simple at first and complexity is added bit by bit as students gain confidence and automatize their reading and writing skills.
- This program uses a synthetic phonics approach that teaches students to read by blending through the word. It does not teach multiple cueing strategies, use of pictures as a primary resource in decoding, or part-word guessing.
- Students who successfully completed the Grade 1 program learned the "basic code" spellings, that is, the most frequent or least ambiguous spelling, for all of the single consonant sounds; consonant clusters, such as 'fl', 'br', and 'st'; consonant digraphs such as 'sh', ch', and 'th'; double-letter spellings such as 'ss', 'ff', and 'ck'; and the basic code spellings for the short and long vowel sounds, r-controlled vowels, and various vowel digraphs. They also learned a handful of spelling alternatives for consonant sounds, such as 'c' for /s/, 'kn' for /n/, and 'ai' for /ae/. These students were also introduced to hundreds of high-frequency words from the Dolch Sight Word List and Fry's Instant Words List.

The remainder of this introduction will provide you with an overview of the various materials included in the Grade 2 Skills Strand, general unit and lesson features, and detailed information about this first unit of Skills instruction and how you will determine whether your students have the prerequisite skills needed to be successful in the Grade 2 program.

(To learn more about the two strands and the rationale for the two strand approach, please consult Appendix A at the end of this unit.)

SKILLS STRAND COMPONENTS

Here is a list of the components provided in the Grade 2 Skills Strand:

Teacher Components

- Teacher Guide (one per unit)
- Consonant and Vowel Code Flip Books
- Spelling Card Set
- Timeline Cards (Unit 6 only)
- Fluency Packet (on the program's digital components site)
- Digital Components (on the program's digital components site)

Student Components

- Individual Code Chart
- Activity Book (one copy per student per unit)
- Reader (one copy per student per unit)

ADDITIONAL MATERIALS

Some additional materials (most typically available in Grade 2 classrooms) are needed for specific lessons. These materials are always listed in the Lesson at a Glance chart at the beginning of each lesson. For your convenience, a list of these additional materials is included here.

- white or green index cards (unruled 4" x 6" or 5" x 7")
- yellow index cards (unruled 4" x 6" or 5" x 7")
- chart paper or dedicated board space
- thin-tipped green and red markers for each student
- notebooks/writing paper and pencils for each student

COMPONENT DESCRIPTIONS

Teacher Components

Teacher Guide

Each Skills Teacher Guide includes daily lessons that provide detailed direction for all Skills instruction. The Teacher Guide will indicate whether instruction and/or accompanying activities should be presented as whole group, small group, or independent practice. Instruction and exercises should be presented in the order listed in the Lesson at a Glance chart.

Grammar: Specific grammar lessons and exercises address the various parts of speech and language usage conventions, such as capitalization and punctuation, as identified in the Texas Essential Knowledge and Skills Standards. Students first learn these concepts and practice them orally; then they are reinforced in written text. You will also find grammar teaching opportunities in demonstration stories. Students will also practice grammar in the daily Warm-Ups. Grammar instruction starts in Lesson 12 of Unit 1.

Spelling: Explicit spelling instruction begins in Lesson 11 of Unit 1. Weekly word lists and exercises that focus on the spellings of given sounds are included, followed by a weekly assessment. The spelling exercises provide a systematic review of the letter-sound correspondences that students have already learned. The weekly assessment can also provide insight as to which students may have gaps in their code knowledge and may require remedial attention.

Writing: Formal writing instruction designed to address the Texas Essential Knowledge and Skills Standards for writing starts in Unit 2. (In Unit 1, students focus on writing sentences in preparation for the more challenging writing tasks of the later units.) Students will receive instruction in using a four-step writing process: plan, draft, edit, and publish. (Note that students will also have additional writing opportunities in the Knowledge Strand to organize and apply the specific content learned during read-alouds.)

Consonant and Vowel Code Flip Books and Spelling Cards

The Consonant and Vowel Code Flip Books will be used with the Spelling Cards in Unit 1 in a whole group review of sound/spelling correspondences taught in Grade 1. They will continue to be used as new sound/spelling correspondences are introduced and may also be used at any time during the year with individual or groups of students in need of targeted remediation and practice.

Students who participated in Grade 1 are very familiar with the introduction and review of letter-sound correspondences using the Code Flip Books and Spelling Cards. The Flip Books show (in gray print) the spellings for all sounds taught. As you review the sounds in this unit you will be asked to place the corresponding Spelling Cards on the appropriate Flip Book pages.

Each Spelling Card is printed front and back. One side of the card shows the sound. The other side of the card shows three things: the top of the card shows the spelling; the bottom shows a sample word containing the spelling; in the middle is something called a power bar. The power bar gives an indication of how common the spelling is for the sound it represents. A long power bar that stretches almost across the card means that this is the main spelling for the sound and there are very few words that have this sound spelled any other way. A very short power bar means that the spelling is less common and occurs in fewer English words.

Also note that vowel sound spellings will always be written in green on the Spelling Cards because when saying a vowel sound, the mouth is wide open, letting the air "go"; the one exception to this are the r-controlled vowel sound spellings which are written in blue. Consonant sound spellings are written in red.

Note: The exercises in the Unit 1 lessons are not designed to teach sound/spelling correspondences to students who have not mastered the code taught in earlier grades; they are intended for review. Students who have large gaps in their code knowledge will be identified through the placement assessments presented during Lessons 6–10 of this unit so they can be appropriately placed in the level of materials that will meet their individual instructional needs.

Timeline Cards

In Unit 6, students will read their first informational Reader with complex text, *The War of 1812*. Large, colorful cards depicting various events in American history prior to and during the War of 1812 are provided so a classroom timeline can be created for context and reference throughout the unit. These cards are also available on the program's digital components site, if you prefer to display them digitally.

Fluency Packet

The *Fluency Packet*, available on the program's digital components site, was created to accompany Grade 2 materials and is for use at your discretion. It consists of short poetry, fiction, and nonfiction selections, as well as Reader's Theater. These additional text selections provide opportunities for students to practice reading with fluency and expression (prosody). The selections are grouped by unit; selection topics relate to the content of the respective unit's student Reader.

The selections within a given unit can be used in any order, though they are arranged in the packet according to word count, starting with the shortest selections. At the beginning of each week, it is suggested that you choose a selection online and make sufficient copies for each student. Early in the week, you should take time to model reading the selection aloud to all students. Then, students should take the selection home to practice reading aloud throughout the week. The expectation for all students should be that they are prepared to read the selection fluently and with prosody by Friday. At the end of the week, you should select a few students to individually read the selection aloud and/or have a few students choral read the selection. Be sure to provide opportunities for different students to read aloud each week. Additional explanation is included in the packet, along with a take-home letter for families.

Digital Components

The program's digital components site includes copies of all stories in the student Reader and the activity pages for each unit, so these materials may be displayed or projected for all to see. In addition, whenever a lesson directs a teacher to create charts and/or to write substantive material on the board, the same materials are also included in the unit digital components to facilitate projection, if you prefer to display them in that way.

Student Components

Individual Code Chart

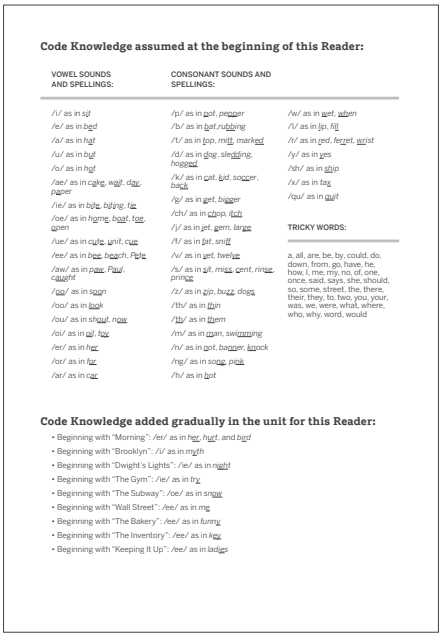
The Individual Code Chart reproduces the code information included in the Vowel Code Flip Book and Consonant Code Flip Book in a more concise manner. Students will use the Individual Code Chart to record the vowel sound/spelling correspondences and consonant sound/spelling correspondences that they learn. These charts are a good way for students to have at hand a guide to help them remember what they have learned. You may wish to encourage students to refer to the Individual Code Chart when reading and writing independently. A copy of the Grade 2 Individual Code Chart is included in Teacher Resources at the back of this Teacher Guide for your reference.

Activity Book

The student Activity Book pages are organized by lesson; the Teacher Guide provides direction within each lesson as to when and how each activity page should be used. Some pages are designed to be completed as a group with teacher assistance, while other pages are intended to be completed independently by each student. In addition to practice exercises for reinforcement of skills, the Activity Book also includes assessment pages, homework, copies of the stories read in class and take-home letters for family members. On the program's digital components site, you will find a digital version of the Activity Book so it can be displayed or projected for all to see as you give directions and/or provide scaffolded instruction modeling how to complete each page.

Reader

The Readers for Units 1–4 contain 100% decodable text for students to read. There is one Reader for each unit and all students should have their own copy. The last page of each Reader summarizes the code knowledge that is assumed at the beginning of the Reader (i.e., the code knowledge that has been taught in previous units) as well as identifies new code knowledge introduced in the current unit, noting the first story in which these new skills are practiced.



Code Knowledge assumed at the beginning of this Reader:

VOWEL SOUNDS AND SPELLINGS:

/i/ as in *sit*
/e/ as in *bed*
/a/ as in *hat*
/u/ as in *but*
/o/ as in *hot*
/ae/ as in *cake, wait, day, paper*
/ie/ as in *bike, tiling, tie*
/oe/ as in *home, boat, toe, open*
/ue/ as in *cube, unit, cue*
/ee/ as in *bee, beach, Pete*
/aw/ as in *paw, Paul, caught*
/oo/ as in *soon*
/oo/ as in *book*
/ou/ as in *shout, now*
/oi/ as in *oil, toy*
/er/ as in *her*
/or/ as in *for*
/ar/ as in *car*

CONSONANT SOUNDS AND SPELLINGS:

/p/ as in *pot, pepper*
/b/ as in *bat, rubbing*
/t/ as in *top, mitt, marked*
/d/ as in *dog, sledding, hopped*
/k/ as in *cat, kid, soccer, back*
/g/ as in *get, bigger*
/ch/ as in *chop, itch*
/j/ as in *jet, gem, large*
/f/ as in *fat, sniff*
/v/ as in *vet, twelve*
/s/ as in *sit, miss, cent, rinse, prince*
/z/ as in *zip, buzz, does*
/th/ as in *thin*
/th/ as in *them*
/m/ as in *man, swimming*
/n/ as in *not, banner, knock*
/ng/ as in *song, pink*
/h/ as in *hot*
/w/ as in *wet, when*
/l/ as in *lip, fill*
/r/ as in *red, ferret, wrist*
/y/ as in *yes*
/sh/ as in *ship*
/x/ as in *tax*
/qu/ as in *quit*

TRICKY WORDS:

a, all, are, be, by, could, do, down, from, go, have, he, how, I, me, my, no, of, one, once, said, says, she, should, so, some, street, the, there, their, they, to, two, you, your, was, we, were, what, where, who, why, word, would

Code Knowledge added gradually in the unit for this Reader:

- Beginning with "Morning": /er/ as in *her, hurt*, and *bird*
- Beginning with "Brooklyn": /i/ as in *myth*
- Beginning with "Dwight's Lights": /ie/ as in *night*
- Beginning with "The Gym": /ie/ as in *try*
- Beginning with "The Subway": /oe/ as in *snow*
- Beginning with "Wall Street": /ee/ as in *me*
- Beginning with "The Bakery": /ee/ as in *funny*
- Beginning with "The Inventory": /ee/ as in *key*
- Beginning with "Keeping It Up": /ee/ as in *ladies*

The last few stories in each Reader are extra stories for the Pausing Point, which can be used for assessment or extra reading practice depending on students' needs. On the program's digital components site, you will find a digital version of the Reader stories. These digital files allow you to present a Reader story as a demonstration story, if you determine that this is approach is needed with some or all of your students.

Students make the transition to becoming fully independent readers, prepared to confidently tackle natural text in any grade level-appropriate book, in the Grade 2 Units 5 and 6 Readers. In the Unit 5 Reader, *Sir Gus*, not all words in the stories are decodable. However, students are taught to segment these words using the code knowledge they have learned in order to read challenging, unfamiliar words. In Unit 6, *The War of 1812*, students grapple with complex text in which each chapter includes many new content-specific vocabulary words. They learn to use a glossary, as needed, to better understand the text.

UNIT AND LESSON FEATURES

Within each Teacher Guide, you will find the following elements in the order listed:

- A **Table of Contents** that provides a quick overview of the time allocation, skills, and activities included in each lesson and the unit as a whole.
- Individual **Lessons** for the unit:
  - Each lesson begins with a list of the **Primary Focus Objectives**. These objectives are tagged with the corresponding Texas Essential Knowledge and Skills Standards. The objectives are repeated in subsequent parts of the lesson in association with the specific instructional activity with which they are associated.
  - A list of the **Formative Assessment** opportunities within the lesson. These assessments are linked to the Primary Focus Objectives and are also tagged with the corresponding Texas Essential Knowledge and Skills Standards. Not every Primary Focus Objective is evaluated in every lesson. Rather, specific objectives are evaluated in different lessons. Over the course of the entire unit, the Primary Focus Objectives are assessed on multiple occasions so teachers have a clear sense of individual student progress with regards to unit skills before the end of the unit.
  - A **Lesson at a Glance** chart listing the lesson's instructional activities, the materials needed, and the amount of time allotted to each activity.
  - An **Advance Preparation** section that prompts teachers to select and/or prepare lesson materials prior to the lesson. Whenever a lesson activity suggests that the teacher write something on the board/chart paper, this information is included in Advance Preparation. Additionally, this type of material, as well as any activity pages that the teacher will model completing with students, is also available online as **digital components** that the teacher may access and project during the lesson; URLs are provided. Finally, **Universal Access** preparation prompts are also included to ensure that teachers are ready to adapt specific activities as needed for English Learners or students who need additional support.

- Throughout each lesson, **Support** and **Challenge** sidebars provide further guidance to assist teachers in differentiating instruction. **ELD Access** sidebars provide specific tips for working with English Language Learners.
- **Take-Home Material** is also identified at the end of some lessons to maximize reinforcement of skills taught during the lesson and to encourage family member involvement. Use of these activity pages is optional, but highly recommended. Should you choose to use them, please distribute the pages to students and instruct them to take them home to complete. At your discretion, these Take-Home pages may also be used in classroom centers during other times of the day.
- Foundational Skills Remediation **Additional Support** activities are suggested at the end of each lesson for more practice and follow-up reinforcement of skills outside the 60-minute instructional block devoted to the program. These activities can be used with any students needing more help, including students with special needs and English Language Learners.

- **Student Performance Assessment(s)** representing an end-of-unit assessment are included in the final lesson(s) of the unit.
- **Pausing Point** suggestions for further practice and reinforcement at the end of the unit, following the last unit lesson. Pausing Point activities are organized by the unit objectives they address. **It is strongly recommended that you pause for 4 or 5 days at the end of each unit to solidify the skills that have been introduced in the unit.** All students will benefit from an additional opportunity to reread pages from the decodable student Readers. It is particularly important to make use of targeted activities if the end-of unit assessment and/or formative assessments indicate that any students are experiencing difficulties with specific skills taught during the unit.
- **Teacher Resources**, comprised of assorted forms and documents for monitoring student progress, as well as an answer key for the unit Activity Book, completes each Teacher Guide.
- **Appendices** providing more detailed information about the program are sometimes included in the Teacher Guide.

UNIT 1 ORGANIZATION

Unit 1 will be a review for students who completed the Grade 1 program. In Unit 1, students will review: (1) a number of spellings from Grade 1 with an emphasis on consonant sounds; (2) one- and two-syllable words; and (3) a number of high-frequency Tricky Words. They will also read new decodable stories from the Unit 1 Reader, *The Cat Bandit*.

Back-to-School Week Lessons (1–5)

The Back-to-School lessons reacquaint students with the daily routines and exercises. In addition, the Back-to-School lessons prepare students for the placement assessments that follow this week by providing practice and review of reading skills and code knowledge.

Placement Assessment Lessons (6–10)

During this week, all students will participate in a comprehensive series of placement assessments to evaluate their knowledge of the skills taught in the Grade 1 program. Detailed instructions are provided for analyzing each student's performance, along with suggestions for grade-wide planning to determine the most effective and efficient way to group students for phonics instruction. **It is imperative that students be placed in groups that correspond with their reading abilities. Students must receive instruction that is a good match for their current reading abilities and knowledge of the code.**

Review of Spellings-to-Sounds Lessons (11–22)

In most Skills lessons, instruction involves the teacher introducing sounds first, followed by teaching the spellings for sounds. For example, a teacher would teach the sound /m/ before teaching the spelling 'm'. However, Grade 2 Units 1 and 2 are different as they feature instruction mainly oriented from spelling to sound. For example, you will show students the letter 'm' and ask them "What sound would you say if you saw this spelling in a word?" You will repeat this procedure to review many more spellings throughout the Unit 1 lessons.

The presentation and practice of sound/spelling correspondences in these lessons, most of which should be familiar to students who participated in the Grade 1 program, allows for a rapid review. Although the pace is fast, it should be appropriate and helpful for students who have already learned the bulk of these letter-sound correspondences, but may have forgotten some of the correspondences over the summer.

However, the pace will be too rapid for students who know only a few of the letter-sound correspondences. The Story Reading Assessment and the Word Reading Assessment that are administered during Lessons 6–10 will identify students who struggle with recognizing these letter-sound correspondences. Following administration of the placement assessments, any struggling students should be regrouped and placed at an earlier point of the grade level materials for Skills instruction.

VOWEL SPELLINGS

Vowel sounds are made with an open mouth and unobstructed flow of air. There are nineteen vowel sounds in English, and five are quickly reviewed in Unit 1. These are the single-letter spellings for the five "short" vowel sounds:

- 'o' > /o/ (*hop*)
- 'e' > /e/ (*pet*)
- 'a' > /a/ (*hat*)
- 'i' > /i/ (*it*)
- 'u' > /u/ (*but*)

In this unit, students are not asked to read words with vowel digraph spellings such as 'ee', 'aw', 'oe', and 'ai'. They also are not asked to cope with tricky spellings for vowel sounds, like the letter 'a' which routinely stands for both /a/ (*cat*), /ae/ (*table*), /o/ (*lava*), and schwa (*about*). In the words and stories students encounter in Unit 1, the letter 'a' is always pronounced /a/ as in *cat*. The complexity surrounding vowel sounds and spellings is much reduced in Unit 1 because only the five spellings listed above are used.

CONSONANT SPELLINGS

In Unit 1, the following spellings for consonant sounds are reviewed rapidly:

- 't' > /t/ (*top*), 'tt' > /t/ (*sitting*), and 'ed' > /t/ (*asked*)
- 'd' > /d/ (*dot*), 'dd' > /d/ (*add*), and 'ed' > /d/ (*filled*)
- 'p' > /p/ (*pot*) and 'pp' > /p/ (*napping*)
- 'b' > /b/ (*bat*) and 'bb' > /b/ (*rubbing*)
- 'c' > /k/ (*cat*), 'k' > /k/ (*kid*), 'cc' > /k/ (*hiccup*), and 'ck' > /k/ (*black*)
- 'g' > /g/ (*gift*) and 'gg' > /g/ (*egg*)
- 'ch' > /ch/ (*chin*) and 'tch' > /ch/ (*itch*)
- 'j' > /g/ (*jump*), 'g' > /g/ (*gem*), and 'ge' > /ge/ (*fringe*)
- 'f' > /f/ (*fit*) and 'ff' > /f/ (*stuff*)
- 'v' > /v/ (*vet*) and 've' > /v/ (*twelve*)

- ‘s’ > /s/ (*sun*), ‘ss’ > /s/ (*dress*), ‘c’ > /s/ (*cent*), ‘se’ > /s/ (*rinse*), and ‘ce’ > /s/ (*prince*)
- ‘z’ > /z/ (*zip*), ‘zz’ > /z/ (*buzz*), and ‘s’ > /z/ (*dogs*)
- ‘th’ > /th/ (*thin*) as a spelling for (unvoiced) /th/
- ‘th’ > /<u>th</u>/ (*them*) as a spelling for (voiced) /<u>th</u>/
- ‘m’ > /m/ (*mad*) and ‘mm’ > /m/ (*swimming*)
- ‘n’ > /n/ (*nut*), ‘nn’ > /n/ (*running*), and ‘kn’ > /n/ (*knock*)
- ‘ng’ > /ng/ (*sing*) and ‘n’ > /ng/ (*pink*)
- ‘sh’ > /sh/ (*shop*)
- ‘h’ > /h/ (*hot*)
- ‘w’ > /w/ (*wet*) and ‘wh’ > /w/ (*when*)
- ‘l’ > /l/ (*lip*) and ‘ll’ > /l/ (*bell*)
- ‘r’ > /r/ (*red*), ‘rr’ > /r/ (*ferret*), and ‘wr’ > /r/ (*wrist*)
- ‘y’ > /y/ (*yes*)
- ‘x’ > /x/ (*tax*) as a spelling for the sound combination /x/ (/k/ + /s/)
- ‘qu’> /qu/ (*quit*) as a spelling for the sound combination /qu/ (/k/ + /w/)

The list includes the basic code spelling for each consonant sound as well as some common spelling alternatives. When a sound can be spelled more than one way, we say it has *spelling alternatives*. For example, the sound /k/ can be spelled several different ways: *<u>c</u>at*, *<u>k</u>it*, *so<u>cc</u>er*, and *ro<u>ck</u>* are the four spellings reviewed quickly in Unit 1.

The consonant list for Unit 1 also illustrates another kind of complexity in our writing system: the existence of what we call *tricky spellings*. When a spelling can represent more than one sound, we say it is a tricky spelling. For example, notice the tricky spelling ‘s’ can stand for /s/ as in *cats* or /z/ as in *dogs*. Tricky spellings cause problems for us when we are reading. When we come upon an unfamiliar printed word with an ‘s’ in it, we may need to try pronouncing the ‘s’ as /s/ and then as /z/ in order to correctly identify the word. The list of consonant spellings also includes digraph (two-letter) and trigraph (three-letter) spellings, such as: (1) ‘sh’ in *shop*; (2) ‘ng’ in *sing*; (3) ‘se’ in *rinse*; and (4) ‘tch’ as a spelling for /ch/ as in *itch*.

In digraph spellings, two letters stand for one sound, but they are not the same two letters. You may choose to teach students the terms *digraph* and *trigraph*. An alternative, which works for both digraphs and trigraphs, is to characterize the letters as a “letter team,” where two or more letters work

together to stand for one sound. Whatever terms you use, it is extremely important for students to understand a letter can stand for a single sound all by itself or it can work with other letters to stand for a single sound. For example, when discussing the word *rinse*, you are encouraged to talk about how the 's' and the 'e' work together as a letter team to stand for the /s/ sound, just like the letters 't' and 'h' work together to stand for the /th/ sound in the word *with*.

The consonant sounds are listed in a particular order to help you learn more about the sounds. The first fourteen consonants are unvoiced and voiced pairs such as /s/ and /z/, /f/ and /v/. When comparing these sounds, you will notice your vocal box vibrates when saying voiced consonants, while it does not with unvoiced consonants. The voiced and voiceless pairs sometimes "share" spellings. For example,'s' is a spelling for the voiceless /s/ in *cats* and the voiced /z/ in *dogs*. Having a deep understanding about the sounds of our language can help you explain sounds and spellings to students.

An understanding of the sounds of the language and the similarities among them can also help you understand students' spelling. Sometimes even the strangest-looking "invented" spellings make sense if you understand which sounds are similar to other sounds. Young children often misspell a word by choosing a spelling for a sound that is similar to the sound they are trying to spell. For example, a student who writes *chump* for *jump* has confused sounds made with the same mouth position. The 'ch' spelling can therefore be seen as closer to the correct spelling than we might initially assume.

REVIEW OF TRICKY WORDS

The term *Tricky Word* is used in this program to refer to a word not pronounced quite the way you would expect based on the letters in its printed form, or is not spelled quite the way you would expect based on the sounds in the spoken word. Students will review the Tricky Words *a*, *the*, *he*, *she*, *we*, *be*, *me*, *was*, *of*, *from*, *to*, *do*, *down*, *how*, *what*, *where*, *why*, *once*, *one*, *two*, *could*, *would*, *should*, *there*, *said*, *says*, and *word*. These words were taught in Kindergarten and Grade 1 of the program, so they should be familiar to students who had the program last year. These words are used so often they are likely to be familiar to students who were in other programs as well.

A few words should be said about "sight words." The term *sight word* is often used to describe a common word students should practice reading and learn to recognize rapidly. At the same time, a sight word may describe a Tricky Word. It is necessary to distinguish between words that are genuinely tricky (words like *one*, *of*, *two*, *who*, and *could*) and words that are high-frequency but pronounced as expected (words like *in*, *at*, *on*, *this*, *that*, and *up*). Words in this last category should not be taught as Tricky Words, because there is actually nothing tricky about them. They can be read via blending, and students should be encouraged to read them that way. (See Appendix A for more detailed information about Tricky Words.)

REVIEW OF TWO-SYLLABLE WORDS

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

REVIEW OF ROOT WORDS WITH THE SUFFIX –ING AND PAST TENSE SUFFIX –ED

Spelling patterns for adding the suffixes *–ing* and *–ed* to root words are reviewed. Students will also review the pronunciation of the past tense suffix *–ed* (the suffix *–ed* is also referred to as the past tense marker and the past tense ending). It can be pronounced three different ways:

- /e/ + /d/ when it follows the /t/ sound or the /d/ sound, like *busted* or *added*
- /t/ when it follows a voiceless sound, like *kicked* or *huffed*
- /d/ when it follows a voiced sound, like *planned* or *strummed*

Often the mouth will guide students to the correct pronunciation. Spelling may take longer to come into focus. Some students may initially produce faulty past tense forms like *markt* and *plannd*.

A NOTE ON SPELLING, GRAMMAR, AND WRITING

Spelling: Because students are still learning spellings for sounds, it is not appropriate to expect perfect spelling at this point. Students' abilities to spell the letter-sound correspondences taught will lag behind their ability to read. In students' daily writing, you should continue to accept phonemically plausible spelling (e.g., *hed* for *head*, *hunnee* for *honey*, *cot* or *cawt* for *caught*).

It is, however, important for students to understand that conventional spelling is expected for written work completed by adults and older students. In Grade 2, students are helped to make this transition with weekly spelling assessments. Students will receive spelling word lists to take home and practice at the beginning of the week. These words include the sound/spelling correspondences students have learned and reviewed, as well as Tricky Words. Students will be assessed on these same words at the end of each week.

In Unit 1, the spelling words should be very easy for Grade 2 students as only words spelled with the basic code will be given as spelling words. Starting in Unit 2, the spelling words will become more challenging as they begin to include various spelling alternatives. The inclusion of the spelling alternatives will mean, in order to be successful on the weekly spelling assessment, students must practice the way these particular words are spelled.

Grammar: Unit 1 will review the basics of sentence building, punctuation, and capitalization.

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

READER: THE CAT BANDIT

The Reader for Unit 1 is *The Cat Bandit*. The stories tell of the adventures of a hungry cat and the increasingly clever ways he gets food items seemingly out of his reach. The stories in this Reader are 100% decodable, meaning they are made up entirely of spellings and Tricky Words introduced or reviewed quickly in class during previous lessons.

The stories in *The Cat Bandit* are short and quite simple. They are designed to help students ease back into reading. The length and complexity of the stories will increase as students review more letter-sound correspondences. There will be a significant increase in length from the Unit 1 Reader to the Unit 2 Reader.

It is strongly recommended that you have students engage in partner reading. Partner reading involves two students taking turns reading both new and old stories aloud to each other. The National Reading Panel (2000) found that repeated oral reading boosted reading achievement, and partner reading is an efficient way to conduct repeated oral reading. Planning and establishing a partner reading routine with students will help this activity run smoothly; you should take into consideration: (1) where students will partner read in the classroom; (2) good partner reading manners, such as taking turns; and (3) what to do when students finish reading a story before other partner pairs.

In addition to partner reading, there are other effective oral reading methods. Some suggestions are:

- Whole group reading
  Students follow along as classmates take turns reading aloud. However, avoid "Round Robin" reading.
- Small group reading
  Some students can read aloud in a small group with the teacher, while other students partner read or engage in other activities.

During reading time, it is important to circulate and listen to students read. Utilize the provided Anecdotal Reading Record located in the Teacher Resources section at the end of this Teacher Guide to note students' progress. You can make multiple copies of the blank record to have on hand when listening to students read aloud. You should strive to hear every student read aloud at least once or twice each week.

Comprehension is the goal of learning to read. To this end, comprehension discussion questions are included in the Teacher Guide. The discussion questions are labeled *Literal*, *Inferential*, or *Evaluative*. Literal questions can be answered by citing a specific text reference or illustration. Inferential

questions require understanding and interpretation of text or illustrations. Evaluative questions require students to access prior knowledge, synthesize, and hypothesize an answer. In addition, activity pages with written comprehension questions for students to complete are also included for many stories.

UNIT 1 ASSESSMENT

Placement Assessment

As noted earlier, a comprehensive placement assessment of prerequisite skills needed for successful participation in Grade 2 instruction will be administered to all students during Lessons 6–10 of this unit. Detailed information about these assessments and how to administer them is provided immediately preceding Lesson 6. Detailed information on scoring, analyzing, and interpreting student performance for grouping and placement purposes is provided immediately following Lesson 10.

Formative Assessments and Additional Support

Throughout this unit, formative assessments are clearly marked for monitoring individual student performance and progress in key skills. Quick "Checks for Understanding" to evaluate classroom performance as a whole are also designated in various lessons.

Careful attention to this information, collected on a daily basis, will enable teachers to quickly determine which students may benefit from reteaching and/or more practice in particular skills using the Additional Support activities found at the end of each lesson.

Student Performance Assessment

In Lesson 22, you will be prompted to administer a multipart end-of-unit assessment. Students will be asked to independently read a new story in *The Cat Bandit* and then answer written comprehension questions about the selection.

During the Dictation Identification Assessment, students will be asked to look at several words on the designated activity page and then circle the written word which matches the spoken word you say. The distractors included represent frequent sound/spelling confusions.

Additional activity pages will be used to assess students' skill in adding suffixes to root words and in correctly punctuating sentences.

During this assessment, students will be asked to print legibly. Look for and assess students' ability to form letters accurately.

CURSIVE WRITING

This unit contains fourteen lessons of instruction in cursive writing. The cursive program covers the lower- and upper- case alphabets and with the accompanying Activity Book, it provides both a solid introduction to second graders new to cursive and a timely refresher to more experienced students.

Although this volume contains all the cursive instruction, the lessons are not designed to be completed in the time allotted for Unit 1. Teachers should proceed at a pace that is right for their classes, allowing new students of cursive to become comfortable writing each letter or letter group before introducing new ones. Students reviewing cursive can sharpen their penmanship skills with periodic assignments from the Activity Book. Once students have learned all the letters, have them practice by completing select writing assignments in cursive. The Activity Book also includes individual letter practice pages.

Note that the lessons and activity pages do not comprise an exhaustive handwriting program, and teachers may wish to consult other sources for information on topics such as writing posture, pencil grip, and differentiated instruction for left-handed students.

PAUSING POINT

An extensive listing of additional activities to teach and practice the Unit 1 skills can be found in the Pausing Point section included after the last lesson.

APPENDICES

Unit 1 includes three appendices that provide additional information about the Grade 2 program. Appendix A, "An Overview of the Skills Strand," explains the philosophy and theoretical principles that underlie the approach to teaching reading. Appendix B, "Grade 2 Scope and Sequence" provides an overview of the skills taught in each of the Grade 2 units. Appendix C, "Using Chunking to Decode Multisyllable Words," provides an explanation of the manner in which students learned to use chunking, or syllabication, to read longer, multisyllable words in Grade 1. Students will continue to use this same approach in Grade 2.

TEACHER RESOURCES

In this section at the end of the Teacher Guide, you will find forms and charts which may be useful, including the following:

- Grade 2 Individual Code Chart
- Placement Planning Sheet—Unit 1
- Word Reading Assessment Word List—Unit 1
- Anecdotal Reading Record—Unit 1
- Discussion Questions Observation Record—Unit 1
- Sample Cat Bandit Chart
- Directions for analyzing student errors on Spelling Assessments

- Directions for analyzing student errors on the End-of-Unit Assessment
- Additional Support Activity Pages
- Activity Book Answer Key
- Appendix A: Overview of the Skills Strand
- Appendix B: Grade 2 Scope and Sequence
- Appendix C: Using Chunking to Decode Multisyllable Words

ADDITIONAL MATERIALS

Some additional materials (most typically available in Grade 2 classrooms) are needed for specific lessons of Unit 1. These materials are always listed in the Lesson at a Glance chart at the beginning of each lesson. For your convenience, a complete list of these additional materials is included here. The number in parentheses indicates the first lesson in which the materials are used:

- thin-tipped green and red markers for each student (1)
- notebooks/writing paper and pencils for each student (1)
- unruled 4" x 6" or 5" x 7" yellow index cards (11)
- unruled 4" x 6" or 5" x 7" white index cards (17)
- digital components: Throughout this unit and others, whenever the lesson suggests the teacher model the completion of an activity page or prepare a chart to display, you may use the digital version on the program's digital components site. (1)
- dictation journal: In Lessons 1–5, students will write dictated words. For the dictation journal, you can either have students use a journal they use for other writing activities or you may wish to create a small dictation journal for each student. Stapling five pieces of paper together is all you will need for each journal. (1)

Back-to-School Week

After the summer break, all students need time to reacclimate to the school environment. The Back-to-School lessons are designed to provide just such an opportunity for students. They will also provide an opportunity to begin to get to know students as you observe the skills they use to complete these review lessons in which no new skills are introduced.

These Back-to-School lessons (Lessons 1–5) have been created to help students remember the daily routines and exercises associated with the program. Very basic skills from Kindergarten and Grade 1 are reviewed in these lessons, with reading selections drawn from a Grade 1 Reader. The selection of material for use in these lessons, which includes skills that all students should have already mastered, is intentional, so the primary focus is on familiarization with the routines and pacing of a typical Skills lesson, rather than learning new skills. In addition to reacquainting students with these routines, the lessons are also designed to ensure the results of the placement assessments administered in Lessons 6–10 accurately reflect the reading skills and code knowledge that students mastered at the end of the last school year.

Please take the time to teach these procedures thoroughly, making sure you present at least part of every exercise in each lesson. Use the time recommendations for each exercise as a guideline. If you find you have exceeded the time estimated for the initial activities in a lesson, please adjust the remaining exercises accordingly by doing fewer items per exercise.

For example, you may find you do not have time, especially in the first lesson(s), to model how to respond to every question on the story comprehension activity pages. In this case, model responses to several questions, but do not feel compelled to complete all of the questions on the activity page. Remember that the point of these Back-to-School lessons is to remind students of the routines. If necessary, do fewer items per exercise, but try to do all exercises in every lesson.

As students relearn the procedures, your presentation of each lesson will become more efficient. Do not get frustrated in these first days if it takes a little longer to do portions of the lessons. It will come back to students and everyone will benefit from the time taken to establish a routine.

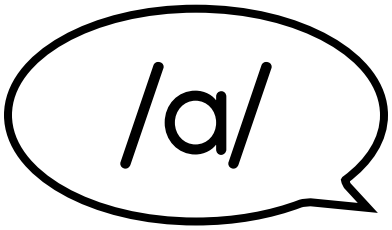
The following exercises are included in each Back-to-School lesson:

Code Flip Book and Individual Code Chart Review

Students who participated in the program in Kindergarten and Grade 1 are very familiar with the introduction and review of letter-sound correspondences using the same format incorporated in the Grade 2 Code Flip Books and Individual Code Chart. In Grade 2, code information is presented to students using two instructional tools: (1) Code Flip Books for group instruction, one for consonants and one for vowels, and (2) the Individual Code Chart, one for each student.

The Code Flip Books are used with a set of Spelling Cards affixed to the appropriate Code Flip Book pages as sounds and spellings are reviewed in Unit 1. The Code Flip Books show (in gray print) the spellings for all sounds taught in Grade 2. As you review the sounds in this unit (and introduce new sounds in the later Grade 2 units), you will be asked to place the Spelling Card on the appropriate Code Flip Book page.

Each Spelling Card is printed front and back. One side of the card shows the sound:



The other side of the card shows three things:

The top of the card shows the spelling. The bottom shows a sample word containing the spelling. In the middle is a power bar. The power bar gives an indication of how common this spelling is for the sound it represents. A long power bar stretching almost across the card means this is the main spelling for the sound and that there are very few English words that have this sound spelled any other way. A very short power bar means the spelling is less common and occurs in fewer English words.

The Code Flip Book and Individual Code Chart exercises in the Back-to-School lessons will introduce students to the use of both of these new tools, as well as provide a very rapid review of the letter-sound correspondences taught in the earlier grade levels.

Note: The exercises in the Back-to-School lessons are not designed to teach letter-sound correspondences to students who have not mastered the code in earlier grades. Students who have large gaps in their code knowledge will be identified through the placement assessments presented during Lessons 6–10 of this unit so they can be placed in the appropriate level of materials that meets their individual instructional needs.

As noted earlier, the Back-to-School lessons are intended to "prime the pump," reminding students to think about letter-sound correspondences and the written English code after the summer break. Keep the Code Flip Book and Individual Code Chart exercises briskly paced so they do not become tedious.

Do encourage students to use their Individual Code Charts whenever they are reading and/or writing throughout the day, not just during the Skills instruction portion of the language arts block. This reinforces applying the skills they are learning during language arts whenever they are reading and writing.

To take full advantage of the Individual Code Chart (see sample in Teacher Resources), it is important that you and students understand the logic with which the various letter-sound correspondences have been grouped on the Individual Code Chart:

- The spellings for each sound are arranged in left to right order on the Individual Code Chart, from the most frequent way the sound is spelled to the least frequent way the sound is spelled.
  - For example, on Chart 1, the left to right sequence of the spellings for the /t/ sound indicate that the most frequent spelling for /t/ is 't', with the spelling alternatives 'tt' and 'ed' being less common spellings. Note that this same information is communicated by the length of the power bar.
- Consonant sounds are grouped separately from vowel sounds.
- Consonant sounds resembling one another are often included on the same chart. For example, Code Charts 1–4 show voiced and unvoiced consonant sounds and similar spellings.
- Code Charts 5–6 include all of the remaining, unrelated consonant sounds and spellings.
- Spellings for short vowel sounds are included on Code Chart 7, with the spellings for long vowel sounds on Code Chart 8. Code Chart 9 groups all of the vowel digraph spellings and Code Chart 10 includes the spellings for r-controlled vowels.

Chaining

Students have been completing chaining exercises since the earliest Kindergarten units. This critical activity reinforces students' abilities to manipulate the sounds in words in which only a single phoneme/grapheme is changed (added or deleted) at a time, like *cat* > *hat*; *cat* > *cab*; *at* > *hat*; or *cat* > *at*.

In the early grades, students chained by manipulating individual letter cards on either an individual Chaining Folder or a group pocket chart. In Grade 2, chaining activities are completed either by the teacher or student writing on a blackboard, a whiteboard, a Smart Board, or chart paper.

During the Back-to-School lessons, present each chaining exercise exactly as it is written. It is important that these chaining exercises be presented at a brisk pace. Remember that the sound-symbol correspondences being chained are basic Kindergarten skills that all students should have already mastered. These lessons are not the time to attempt to remediate skill deficits. If you notice some students struggling, make a note of those students who seem to have difficulty. Analyze those students' performance on the Word Reading Assessment in Lessons 6–10 in particular.

Dictation

A simple dictation exercise in each lesson is included to remind students about the connection between decoding and encoding (i.e., reading and writing). Encourage students to actively and openly refer to their Individual Code Charts, if needed, during this portion of the lesson.

Once the dictation is completed, review and model the correct spelling for each word and instruct students to correct their own work by simply crossing out any incorrect spelling, then copying and writing the correct spelling next to it. There should be no stigma associated with having spelled a word incorrectly. Teachers may want to comment that it's normal to make mistakes, especially at the beginning of the year. Emphasize the importance of recognizing and understanding when a mistake has been made and correcting the error.

It is recommended that students complete dictation exercises in a notebook, which offers the advantage of providing an ongoing written record of each student's work.

Oral Reading

Practice stories for students to read aloud during the Back-to-School lessons are included in the student Activity Book. These selections are from the Grade 1, Unit 5 Reader, *Kate's Book*. Although these stories were excerpted from the Grade 1 Reader, some students may find them to be challenging on the heels of summer vacation. Therefore, the Back-to-School stories are read aloud chorally with the entire class. You will read (solo) some parts of the story aloud as students listen and follow along. The entire class will then join you from time to time in reading a sentence or two aloud together.

Please note that since these stories are excerpted from a mid-Grade 1 Reader, two syllable words are visually divided for students with a dot: *vis•it*, *cab•in*, *kitch•en*. Remind students that these dots were included in their Grade 1 Readers to help them read longer words. The text in the new Grade 2 Reader, *The Cat Bandit*, will not include these prompts. **Note:** For more information on how students are taught to use chunking or syllabication in reading multisyllable words, see Appendix C in this Teacher Guide.

The point of reading these stories chorally is to ensure a measure of reading success and enjoyment in the opening days of school. Once you have practiced reading the stories in class, you are encouraged to send the story activity page(s) home for students to read aloud with their families.

Story Comprehension

Each practice story in the Back-to-School lessons is accompanied by a story comprehension activity page. These activity pages are similar to those in the Grade 1 materials and are also similar to the assessment story questions students will be asked to complete during assessment in Lessons 6–10.

As with the other Back-to-School exercises, the purpose of these activity pages is to reacquaint students with procedures used to answer story questions and complete activity pages. You will note the lesson directs you to model this for students. Please be sure to model the responses to several story comprehension questions in each lesson. As noted earlier, if there is not sufficient time to model and complete all of the questions, especially in the early lessons, model responses to just a few questions, instead of completing them all.

Please do not skip the modeling and simply assign students to complete the questions entirely on their own at this point in the year.

Throughout this unit and others, whenever the lesson suggests the teacher model the completion of an activity page, you should choose the most convenient and effective method of reproducing and displaying the activity page for all to see. This may include making a transparency of the activity page and using an overhead projector, scanning the page and projecting it on a Smart Board, or writing the activity page exercises on the board/chart paper.

Cursive Program

LESSON 1 **TEKS 2.2.E**

Introduction to Cursive

- Display a poster or projection of an original hand-written copy of the Declaration of Independence, including the signatures of the founding fathers. Ask students to identify the document.
- Remind them that they learned about the Declaration of Independence in the Grade 1 unit *A New Nation: American Independence*. Ask students what they know about the Declaration of Independence.
    - » Answers will vary, but students may remember that it was written by Thomas Jefferson and that it declared that the thirteen American colonies were independent from Great Britain.
- Direct students to the signatures at the bottom of the Declaration. Tell them that many of the founding fathers who supported American independence from Great Britain signed their names to the Declaration of Independence.
- Have a student read John Hancock's signature. Then write *John Hancock* on the board. Ask students what the differences are between the of the printed *John Hancock* and Hancock's signature on the Declaration of Independence.
    - » Answers will vary, but students might observe that:
        - ◦ the signature is rounder.
        - ◦ most of the letters in the signature are attached to each other.
        - ◦ the signature is "prettier" than the name written in print.
- Tell students that you wrote Hancock's name on the board in print, and that Hancock's signature (and the other signatures) on the Declaration of Independence are written in a style called cursive. Tell them that cursive writing is sometimes called script.
- Explain to students that there is a long tradition of people, like John Hancock, signing their names to important documents in cursive, and that even though today many documents are created using computers and printers, people still often sign them in cursive. A cursive signature is considered official.
- Ask students if they have seen cursive signatures and, if so, where.
    - » Answers will vary, but students may have seen cursive signatures on credit cards, letters home from a teacher or principal, a permission slip, a driver's license, a check, etc.

TEKS 2.2.E Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

- Tell students that you are going to write a word in both print and cursive and ask them to pay attention the motion of your hand while writing. On the board or using an overhead projector so that students can see the movement of your hand, write *Independence*.
- Ask students what they noticed about the movement of your hand in writing the print and cursive versions of the word.
    - » In printing, you lifted your hand from the writing surface after writing each letter. In writing cursive, your hand never left the writing surface.
- Demonstrate writing the two words again. Then ask students why connecting the letters and not lifting your hand while writing might be an advantage.
    - » Students may respond that writers can write more quickly or efficiently if they do not have to lift their hands from the paper.
- Tell students that a cursive writer does occasionally have to lift his or her hand. For example, in between words or to cross a t, the cursive writer lifts his or her hand. Overall, however, the cursive writer's hand leaves the writing surface much less often than the print writer's hand.
- Tell students that when they were starting to learn to read, and were slowly sounding out most words, they probably often concentrated more on the sounds of the words than on what the words meant. Once they learned the alphabet and how to read grade-level words and sentences, they were better able to concentrate on the *content* of what they were reading. Reading more quickly and efficiently, without spending too much effort focusing on sounding out words, allows readers to think more about what they are reading.
- **Think, Pair, Share:** Have students independently brainstorm other examples of skills that, once mastered, allow people to concentrate on other things. Then have students discuss their ideas with a partner or small group. Afterwards, allow several pairs to share their ideas with the class.
    - » Some possible answers:
        - ◦ Once a toddler learns to walk well, she can focus on observing, and interacting with, her surroundings rather than on taking the steps.
        - ◦ Writers who can write quickly and efficiently in cursive can spend more time focusing on the content of their writing. (If students do not come up with this answer independently, share it with class.)
- Tell students that John Hancock's signature of the Declaration of Independence was so large and clear, that "John Hancock" has become a slang word for a cursive signature. For example, someone asking you to sign the bottom of an official form might say, "Let me have your John Hancock right here." Tell students that they will soon all be able to sign their "John Hancocks."

- Present students with their cursive activity books and give them a few minutes to look through them. Tell them they will be learning the letters gradually, and not all at once. Then direct them to Activity Page C1.1 (the upper- and lowercase cursive alphabets). Invite any comments or questions about cursive or the activity book.

LESSON 2

The Counter-Clock Letters: Lowercase 'a', 'c', 'd', 'g', 'o', and 'q'

- Tell students they will start learning the cursive alphabet with the lowercase letters, beginning with the letters 'a', 'c', 'd', 'g', 'o', and 'q'. Print each of the letters on the board, and then slowly write each letter in cursive underneath its print counterpart.
- Ask students what the shape of the cursive letters have in common.
    - » They all have a round shape; each includes a circle or part of a circle.
- Tell students that because of the roundness of these letters and the way they are formed, (by moving a pencil in the opposite direction of the movement of a clock's hands), they are called the Counter-Clock Letters.
- Write the letters on the board again, emphasizing the circular shape that is part of each.
- Direct students to Activity Page C2.1. Point out that some of the letters on the page are written with dotted lines rather than solid lines. Tell them that the dotted letters are for tracing and the solid letters are for copying.
- Point out that some letters also have small arrows around them. Tell students that these are to help guide them in the correct way to form each letter.
- If possible, project a page of the activity book and model tracing, copying and forming letters using the guiding arrows.
- Stand facing away from the class and model writing each letter in the air. Have students do the same.
- Model writing the Counter-Clock Letters, one at a time, on the board or using a projector that permits students to observe your hand movements. After modeling each letter, have students trace it on Activity Page C2.1.
- Have students complete the activity page. As they work, circulate and offer assistance as needed.

LESSON 3

The Kite String Letters (Part One): Lowercase 'i', 'j', 'l', 't', and 'u'

- Print lowercase 'i', 'j', 'l', 't', and 'u' on the board. Then slowly write each letter in cursive underneath its print counterpart, emphasizing the first upward motion of your hand as you write.
- Tell students that because forming each of these letters starts with writing an upwards line, these are called the Kite String Letters. Have a few students draw kites attached to the upward lines of the letters.
- Direct students to Activity Page C3.1. Remind students that the dotted line letters are for tracing and that the arrows provide guidance in the correct way to form the letters. Have students briefly study the guiding arrows.
- Stand facing away from the class and model writing each letter in the air. Have students do the same.
- Model writing the Kite String Letters in cursive, one at a time, on the board or using a projector that permits students to observe your hand movements. After modeling each letter, have students trace it on Activity Page C3.1. Then have students copy the letters on the activity page.
- Remind students that an advantage of cursive is that most letters are connected, so the writer rarely has to lift his or her pen or pencil off the page when writing a word.
- Slowly write the word *lad* on the board, emphasizing the connections between the letters.
- Have students trace and then copy the word *lad* on their activity pages.
- Have students complete the activity page. As they work, circulate and offer assistance as needed with forming and connecting letters.
- Assign Activity Page C3.2 for homework.

LESSON 4

The Kite String Letters (Part Two): Lowercase 'p', 'r', 's', and 'w'

- Print lowercase 'p', 'r', 's', and 'w' on the board. Then slowly write each letter in cursive underneath its print counterpart, emphasizing the first upward motion of your hand as you write.
- Tell students that these are the rest of the Kite String Letters. Have a few students come to the board to draw kites attached to the upward lines of the letters.

- Direct students to Activity Page C4.1 and have them briefly study the guiding arrows. Then stand facing away from the class and model writing each letter in the air. Have students do the same.
- Model writing the Lesson 4 Kite String Letters in cursive, one at a time, on the board or using a projector that permits students to see your hand movements. After modeling each letter, have students trace and copy the letter on Activity Page C4.1.
- Model writing several of the words on the activity page, one at a time, having students trace and copy each word you model.
- Have students complete the activity page. As they work, circulate to offer assistance in forming and connecting the letters.
- Assign Activity Page C4.2 for homework.

LESSON 5

The Little Loop Group: Lowercase 'b', 'e', 'f', 'h', 'k', and 'l'

- Print lowercase 'b', 'e', 'f', 'h', 'k', and 'l' on the board. Then slowly write each letter in cursive underneath its print counterpart.
- Tell students that these letters are called the Little Loop Group because they all begin with a line that starts out like the kite string, but then loops as it approaches the middle or top line. Write each letter again slowly, emphasizing the loop motion.
- Direct students to Activity Page C5.1 and have them briefly study the guiding arrows. Then stand facing away from the class and model writing each letter in the air. Have students do the same.
- Model writing the Little Loop Group Letters in cursive, one at a time, on the board or using a projector that permits students to see your hand movements. After modeling each letter, have students trace and copy the letter on Activity Page C5.1
- Model writing several of the words on the activity page, one at a time, having students trace and copy each word you model.
- Have students complete the activity page. As they work, circulate to offer assistance in forming and connecting the letters.
- Assign Activity Page C5.2 for homework.

LESSON 6

The Hill and Valley Letters: Lowercase 'm', 'n', 'v', 'x', 'y', and 'z'

- Print lowercase 'm', 'n', 'v', 'x', 'y', and 'z' on the board. Then slowly write each letter in cursive underneath its print counterpart.
- Tell students that these letters are known as the Hill and Valley Letters because of their shape. Have students point out the hills and valleys in each of the letters.
- Write each letter again slowly, saying the word *hill* when writing the "hill top" of the letters, and the word *valley* when writing the "valley bottoms" of the letters.
- Direct students to Activity Page C6.1 and have them briefly study the guiding arrows. Then stand facing away from the class and model writing each letter in the air. Have students do the same.
- Model writing the Hill and Valley Letters in cursive, one at a time, on the board or using a projector that permits students to see your hand movements. After modeling each letter, have students trace and copy the letter on Activity Page C6.1.
- When writing n, count out the two hills that make up the letter, and when writing m, count out the three hills that make up the letter.
- Model writing several of the words on the activity page, one at a time, having students trace and copy each word you model.
- Have students complete the activity page. As they work, circulate to offer assistance in forming and connecting the letters.
- Congratulate students on learning the entire lowercase cursive alphabet. Tell them that once they begin learning the uppercase letters, they will be able to write complete sentences instead of just words.
- Assign Activity Page C6.2 for homework.

LESSON 7

The Slim Sevens: Uppercase 'P', 'R', 'B', 'H', and 'K'

- Tell students that now that they have learned all the lowercase cursive letters, they are ready to begin learning the uppercase letters.
- Print uppercase 'P', 'R', 'B', 'H', and 'K' on the board. Then slowly write each letter in cursive underneath its print counterpart.
- Tell students that these uppercase letters are known as the Slim Seven Letters because the first step in forming each of them is writing a slim number seven.

- Write each letter again on the board, emphasizing the seven that starts each letter. Have students come up to the board and circle the 7s in each letter.
- Direct students to Activity Page C7.1 and have them briefly study the guiding arrows. Then stand facing away from the class and model writing each letter in the air. Have students do the same.
- Model writing the Slim Seven Letters in cursive again, one at a time, on the board or using a projector that permits students to see your hand movements. After modeling each letter, have students trace and copy the letter on Activity Page C7.1.
- Model writing a line or sentence from the activity page, having students copy the words you model.
- Tell students that like the lowercase letters, most of the uppercase letters also connect to the letters that follow them.
- Have students complete the activity page. As they work, circulate to offer assistance in forming and connecting the letters.
- Encourage students whose names begin with one of the Slim Seven Letters to write their names in cursive at the top of the activity page, starting with an uppercase letter.
- Assign Activity Page C7.2 for homework.

LESSON 8

The Umbrella Top Letters: Uppercase 'C', 'E', and 'A'

- Tell students that they will now continue to learn the uppercase cursive letters.
- Print uppercase 'C', 'E', and 'A' on the board. Then slowly write each letter in cursive underneath its print counterpart.
- Tell students that these uppercase letters are known as the Umbrella Top Letters because a section of each letter looks like the top of a sideways umbrella.
- Write each letter again on the board, and have students identify the part of the letter that looks like a sideways umbrella.
- Direct students to Activity Page C8.1 and have them briefly study the guiding arrows. Then stand facing away from the class and model writing each letter in the air. Have students do the same.
- Model writing the Umbrella Top Letters in cursive again, one at a time, on the board or using a projector that permits students to see your hand movements. After modeling each letter, have students trace and copy the letter on Activity Page C8.1.

- Model writing a line or sentence from the activity page, having students copy the words you model.
- Have students complete the activity page. As they work, circulate to offer assistance in forming and connecting the letters.
- Encourage students whose names begin with an uppercase letter they have learned to write their names in cursive at the top of the activity page, starting with an uppercase letter.
- Assign Activity Page C8.2 for homework.

LESSON 9

The Egg Letter: Uppercase 'O'

The Snake Top Letters: Uppercase 'F' and 'T'

- Tell students that they will learn two new sets of uppercase letters today—the Egg Letter and the Snake Top Letters.
- Print uppercase 'O' on the board. Then slowly write the letter in cursive underneath its print counterpart.
- Tell students that the uppercase 'O' is known as the Egg Letter because it looks like an egg.
- Direct students to Activity Page C9.1 and have them briefly study the guiding arrows for uppercase 'O'. Then stand facing away from the class and model writing the letter in the air. Have students do the same.
- Model writing the uppercase 'O' in cursive again, on the board or using a projector that permits students to see your hand movements. After modeling the letter, have students trace and copy it on Activity Page C9.1.
- Print uppercase 'F' and 'T' on the board. Then slowly write each letter in cursive underneath its print counterpart.
- Tell students that the uppercase 'F' and 'T' are known as the Snake Top Letters because the top of each letter is formed with a squiggly line that resembles a snake. Circle the squiggly lines.
- Direct students to Activity Page C9.1 and have them briefly study the guiding arrows for the Snake Top Letters. Then stand facing away from the class and model writing the Snake Top Letters in the air. Have students do the same.
- Model writing the Snake Top Letters in cursive again, one at a time, on the board or using a projector that permits students to see your hand movements. After modeling each letter, have students trace and copy the letter on Activity Page C9.1.

- Model writing a line or sentence from the activity page, having students copy the words you model.
- Have students complete the activity page. As they work, circulate to offer assistance in forming and connecting the letters.
- Encourage students whose names begin with an uppercase letter that they have learned to write their names in cursive at the top of the activity page, starting with an uppercase letter.
- Assign Activity Page C9.2 for homework.

LESSON 10

The High Hill Letters: Uppercase 'M' and 'N'

- Print uppercase 'M' and 'N' on the board. Then slowly write each letter in cursive underneath its print counterpart.
- Remind students that the lowercase 'm' and 'n' were known as Hill Letters because of their shape. Tell them that the uppercase 'M' and 'N' are known as the High Hill Letters, because they are written by forming higher hills.
- Write each letter again slowly, saying the words *high hill* when writing the "hill top" of the letters.
- Direct students to Activity Page C10.1 and have them briefly study the guiding arrows. Then stand facing away from the class and model writing each letter in the air. Have students do the same.
- Model writing the High Hill Letters in cursive again, one at a time, on the board or using a projector that permits students to see your hand movements. After modeling each letter, have students trace and copy the letter on Activity Page C10.1.
- Point out that:
    - the lowercase 'm' is written with three hills while the uppercase 'm' is written with two high hills.
    - the lowercase 'n' is written with two hills while the uppercase 'n' is written with one high hill.
- Model writing a line or sentence from the activity page, having students copy the words you model.
- Have students complete the activity page. As they work, circulate to offer assistance in forming and connecting the letters.
- Encourage students whose names begin with an uppercase letter that they have learned to write their names in cursive at the top of the activity page, starting with an uppercase letter.

- Assign Activity Page C10.2 for homework.

LESSON 11

The Deep Valley Letters: Uppercase 'U', 'V', 'W', and 'Y'

- Print uppercase 'U', 'V', 'W', and 'Y' on the board. Then slowly write each letter in cursive underneath its print counterpart.
- Remind students that several lowercase letters were known as the Valley Letters because of their shape. Tell them that the uppercase 'U', 'V', 'W', and 'Y' are known as the Deep Valley Letters because they are written by forming deeper valleys than those formed in writing the lowercase letters.
- Write each letter again slowly, saying the words *deep valley* when writing the "valley bottom" of the letters.
- Direct students to Activity Page C11.1 and have them briefly study the guiding arrows. Then stand facing away from the class and model writing each letter in the air. Have students do the same.
- Model writing the Deep Valley Letters in cursive again, one at a time, on the board or using a projector that permits students to see your hand movements. After modeling each letter, have students trace and copy the letter on Activity Page C11.1
- Model writing a line or sentence from the activity page, having students copy the words you model.
- Have students complete the activity page. As they work, circulate to offer assistance in forming and connecting the letters.
- Encourage students whose names begin with an uppercase letter that they have learned to write their names in cursive at the top of the activity page, starting with an uppercase letter.
- Assign Activity Page C11.2 for homework.

LESSON 12

The Big Loop Group: Uppercase 'I' and 'J'

- Print uppercase 'I' and 'J' on the board. Then slowly write each letter in cursive underneath its print counterpart.
- Remind students that several lowercase letters were known as the Little Loop Group because they included a loop that took up half a line. Tell students that the Big Loop Group Letters, the uppercase 'I' and 'J', include a loop that takes up almost a full line.

- Write a lowercase 'e' to show students the difference in the size of little and big loops.
- Write the Big Loop Group Letters again, emphasizing the loop in each.
- Direct students to Activity Page C12.1 and have them briefly study the guiding arrows. Then stand facing away from the class and model writing each letter in the air. Have students do the same.
- Model writing the Big Loop Group Letters in cursive again, one at a time, on the board or using a projector that permits students to see your hand movements. After modeling each letter, have students trace and copy the letter on Activity Page C12.1.
- Model writing a line or sentence from the activity page, having students copy the words you model.
- Have students complete the activity page. As they work, circulate to offer assistance in forming and connecting the letters.
- Encourage students whose names begin with an uppercase letter that they have learned to write their names in cursive at the top of the activity page, starting with an uppercase letter.
- Assign Activity Page C12.2 for homework.

LESSON 13

The High-Flying Kite Strings: Uppercase 'G' and 'S'

- Print uppercase 'G' and 'S' on the board. Then slowly write each letter in cursive underneath its print counterpart, emphasizing the first upward motion of your hand as you write.
- Remind students that several of the lowercase letters they learned were called Kite String Letters because forming them began with writing an upwards line resembling a kite string. Tell students that the kite strings on the High-Flying Kite String letters are longer, so the kites fly higher.
- Have a few students draw kites attached to the upward lines of the letters.
- Direct students to Activity Page C13.1 and have them briefly study the guiding arrows. Then stand facing away from the class and model writing each letter in the air. Have students do the same.
- Model writing the High Flying Kite String Letters in cursive again, one at a time, on the board or using a projector that permits students to see your hand movements. After modeling each letter, have students trace and copy the letter on Activity Page C13.1.

- Model writing a line or sentence from the activity page, having students copy the words you model.
- Have students complete the activity page. As they work, circulate and offer assistance as needed.
- Encourage students whose names begin with an uppercase letter that they have learned to write their names in cursive at the top of the activity page, starting with an uppercase letter.
- Assign Activity Page C13.2 for homework.

LESSON 14

From the Top Letters: Uppercase 'D', 'L', 'Q', 'X', and 'Z'

- Print uppercase 'D', 'L', 'Q', 'X', and 'Z' on the board. Then slowly write each letter in cursive underneath its print counterpart.
- Tell students that the letters in this group are called the From the Top Letters because, unlike many other cursive letters, the writer starts forming them from the top parts of the Letters.
- Direct students to Activity Page C14.1 and have them briefly study the guiding arrows. Then stand facing away from the class and model writing each letter in the air. Have students do the same.
- Model writing the From the Top Letters in cursive again, one at a time, on the board or using a projector that permits students to see your hand movements. After modeling each letter, have students trace and copy the letter on Activity Page C14.1.
- Model writing a line or sentence from the activity page, having students copy the words you model.
- Have students complete the activity page. As they work, circulate and offer assistance as needed.
- Have all the students write their names in cursive at the top of the activity page.
- Congratulate students on learning all of the lowercase and uppercase cursive letters.
- Assign Activity Page C14.2 for homework.

LESSON

1

BACK-TO-SCHOOL
Basic Code Review

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will review the following sound/spellings: /a/ > 'a', /i/ > 'i', /p/ > 'p', /b/ > 'b', /t/ > 't', and /d/ > 'd'. TEKS 2.2.B.i

Students will read and spell one-syllable words with /a/ > 'a' and /i/ > 'i'. TEKS 2.2.B.i; TEKS 2.2.C.i

Students will recognize the change in spoken word when a specified phoneme is changed. TEKS 2.2.A.iii

Students will spell dictated words with /a/ > 'a'. TEKS 2.2.C.i

Reading

Students will generate questions about text before reading to deepen understanding and gain information. TEKS 2.6.B

As the teacher reads "Kate Visits Nan" aloud, students will read along with purpose and understanding; will practice reading aloud with accuracy, appropriate rate, and expression; and will answer written multiple-choice questions about key details in the text. TEKS 2.4; TEKS 2.6.A; TEKS 2.6.G

FORMATIVE ASSESSMENT

Observation — **Dictation Journal** TEKS 2.2.C.i

Activity Page 1.2 — **Story Questions** "Kate Visits Nan" TEKS 2.6.G

TEKS 2.2.B.i Demonstrate and apply phonetic knowledge by decoding words with short, long, or varient vowels, trigraphs and blends; **TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.A.iii** Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed; **TEKS 2.6.B** Generate questions about text before, during, and after reading to deepen understanding and gain information; **TEKS 2.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.G** Evaluate details read to determine key ideas.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Code Flip Book Review (Phonics)	Whole Group	15 min.	❑ Vowel and Consonant Code Flip Books ❑ Spelling Cards for 'a' > /a/ (*hat*), 'i' > /i/ (*it*), 'p' > /p/ (*pot*), 'b' > /b/ (*bat*), 't' > /t/ (*top*), 'd' > /d/ (*dot*) ❑ Individual Code Chart ❑ green and red markers
Teacher Chaining (Phonics)	Whole Group	10 min.	
Dictation (Phonics)	Whole Group	10 min.	❑ Individual Code Chart ❑ dictation journal
Reading			
Introduce the Story	Whole Group	25 min.	❑ Activity Pages 1.1, 1.2
Read "Kate Visits Nan"			
Take-Home Material			
Family Letter			❑ Activity Page 1.3

ADVANCE PREPARATION

Note to Teacher

The primary focus on the Back-to-School lessons is to familiarize students with the lesson routines and activities, rather than to teach specific skills. It is highly recommended that you use this week to collect information and data about each student, including tasks and skills they perform easily, as well as any areas of potential difficulty. This information will be a useful supplement to the data from the Placement Assessment in Lessons 6–10.

No Additional Support activities are recommended for the Back-to-School lessons in light of the very basic skill review.

Foundational Skills

- Prepare to display the Vowel and Consonant Code Flip Books within view of all students; also have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and green and red markers readily available.
- Prepare your preferred medium for Teacher Chaining: board, whiteboard, Smart Board, or chart paper. You will use this medium for all chaining activities.

Reading

Digital Components 1.1, 1.2

- Prepare to display the story "Kate Visits Nan" found on Activity Page 1.1. (Digital Component 1.1) and the story questions on Activity Page 1.2 (Digital Component 1.2) in your chosen format.

Universal Access

- Prepare to make a list of the names students call their grandmothers prior to reading the story "Kate Visits Nan."
- Gather images of people hiking to provide context for students as they read the story.

Lesson 1: Basic Code Review

Foundational Skills

35M

Primary Focus

Students will review the following sound/spellings: /a/ > 'a', /i/ > 'i', /p/ > 'p', /b/ > 'b', /t/ > 't', and /d/ > 'd'. **TEKS 2.2.B.i**

Students will read and spell one-syllable words with /a/ > 'a' and /i/ > 'i'. **TEKS 2.2.B.i; TEKS 2.2.C.i**

Students will recognize the change in spoken word when a specified phoneme is changed. **TEKS 2.2.A.iii**

Students will spell dictated words with /a/ > 'a'. **TEKS 2.2.C.i**

WARM-UP (15 MIN.)

Code Flip Book Review

Note: This activity reviews previously learned long and short vowels in one-syllable words as a way to introduce the procedure of using Code Flip Books and Charts.

Vowel Code Flip Book
1. 'a' > /a/ (*hat*) **page 1**
2. 'i' > /i/ (*it*) **page 2**

- Show students the /a/ Spelling Card with the 'a' *hat* side facing them. Point to the 'a' and ask students to name the letter. Then read the word *hat* and remind them that the letter 'a' is used to spell and write /a/ in English words.
- Remind students that /a/ is a vowel sound. Explain that vowel sounds will always be written in green on the Spelling Cards because when we say a vowel sound, we open our mouth, letting the air "go."

TEKS 2.2.B.i Demonstrate and apply phonetic knowedge by decoding words with short, long, or varient vowels, trigraphs and blends; **TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables **TEKS 2.2.A.iii** Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.

ENGLISH LANGUAGE LEARNERS

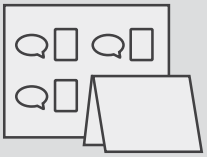
Foundational Skills

Foundational Literacy Skills

Explain that the sounds /i/ and /a/ are made with the mouth open. Demonstrate that to make the /i/ sound, we open our mouth just a little bit and gently push air out. To make the /a/ sound, we open our mouth even more and gently push air out. Have students put their hand under their chins so they can feel their mouths opening wider with each new sound. As they make each sound, display the appropriate Spelling Card.

ELPS 1.B

Code Materials



- Point out the power bar below the spelling of 'a' and remind students this bar indicates how common the spelling is. If the card shows a very common spelling for a sound—a spelling used in lots and lots of words—there will be a long power bar on the card, stretching almost across the entire card. If the card shows a less common spelling for this sound—a spelling used in a smaller number of words—the card will have a shorter power bar.
- Point to the power bar under 'a' and ask students whether they think the letter 'a' is a very common spelling or a less common spelling for */a/*.
- Turn to **page 1** of the **Vowel Code Flip Book** and point to the "sound bubble" for */a/* on the page, and then point to the outline for the Spelling Card, placing the 'a' Spelling Card on the appropriate place on the Code Flip Book page.
- Repeat the previous steps with the 'i' Spelling Card (**page 2** of the **Vowel Code Flip Book**).
- Explain that students will each have their own Individual Code Chart that is similar to the Code Flip Books.
- Give each student an Individual Code Chart and a green marker. Ask them to write their name in the blank at the bottom of the page.
- The letter-sound correspondences for /a/ and /i/ can be found on the following page of the Individual Code Chart.

Individual Code Chart
1. 'a' > */a/ (hat)* **page 7**
2. 'i' > /i/ (*it*) **page 7**

- Ask students to turn to **Individual Code Chart page 7**. Point to the sound bubble for */a/* in the Code Flip Book and ask students to find the row on their chart that begins with */a/*. Point out that this row looks like the row on the Code Flip Book page.
- Tell students to point to the spot in the row on their chart showing the 'a' spelling for */a/* as in *hat*.
- Next, tell students to use their green marker to trace just this specific rectangular card outline and the letter 'a' on the chart. Monitor to be sure all students are tracing the correct card.

- Prompt students to summarize the code information conveyed by this card on their chart. *(This tells us /a/ is spelled as the letter 'a' in written words. The long power bar tells us it is a very common spelling.)* **Note:** In fact, it is the only spelling for */a/*; this information can be deduced based on the fact that there are no other spots on the chart in this row for other ways to spell */a/*.
- Repeat all the steps with the /i/ spelling on the same chart page. Then collect the green markers.
- Using the same procedure used for the Vowel Code Flip Book, review the following consonant letter-sound correspondences.

Consonant Code Flip Book	
1. 'p' > /p/ (*pot*) **page 1**	3. 't' > /t/ (*top*) **page 3**
2. 'b' > /b/ (*bat)* **page 2**	4. 'd' > /d/ (*dot*) **page 4**

- Turn to **page 1** in the **Consonant Code Flip Book**. Show students the /p/ Spelling Card with the 'p' *pot* facing students.
- Point to the 'p' and ask students to name the letter. Then read the word *pot* and remind them the letter 'p' can be used to spell /p/ in English words.
- Remind them /p/ is a consonant sound; consonant sounds will always be written in red on the Spelling Cards because when we say a consonant sound, parts of our mouth touch or are closed, blocking or "stopping" some of the air.
- Point to the power bar under the 'p' and ask students whether they think the letter 'p' is a very common spelling or a lesson common spelling for /p/.
- Now point to the sound bubble for /p/ on the Code Flip Book page and then the outline for the Spelling Card, showing students that this is where you will place the 'p' Spelling Card for /p/ on the Code Flip Book page.
- Give each student a red marker and have students turn to **Individual Code Chart page 1**.
- Ask students to find the row on their chart that begins with /p/. Ask them to trace just this rectangular card outline and the letter 'p' on their Individual Code Chart.
- Repeat all the steps with all of the remaining consonant Spelling Cards for /b/, /t/, and /d/.

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Point out which consonant sounds in each pair are voiced and unvoiced: /p/ (unvoiced)—/b/ (voiced); /t/ (unvoiced)—/d/ (voiced). Explain that sounds in each pair are similar to each other, which is why these sounds and spellings are grouped together on the Individual Code Chart. Have students place a hand on their throat and say the sound /p/. Ask them if they feel any vibration, or buzz on their hand. Explain that there is no buzz because the /p/ sound is unvoiced. Next, have students repeat this process but with the sound /b/. Help students understand that there is a buzz because the /b/ sound is made by the throat.

ELPS 1.B

Individual Code Chart	
1. 'p' > /p/ (*pot*) **page 1**	3. 't' > /t/ (*top*) **page 1**
2. 'b' > /b/ (*bat*)**page 1**	4. 'd' > /d/ (*dot*) **page 1**

TEACHER CHAINING (10 MIN.) TEKS 2.2.A.iii

- Say the word bad followed by the word bat. Ask students which sound changed.
- You will chain the following words on whatever medium you have selected.

1. at > ad > dad > pad > tad > bad > bat
2. it > bit > pit > pat > bat > bad

- Tell students you are going to write the word *at*.
- As you write the word *at*, use think-aloud strategies to describe the steps involved in writing the word:
  - "Let's see, I want to write the word *at*. First I have to say and listen to the sounds: /a/. . . /t/. There are two sounds in the word *at*. I'll need to write a spelling for each of these sounds. So first I will write the spelling or letter for /a/ because it is the first sound. Then I will write the spelling or letter for /t/ because it is the next sound."
- Use think-aloud strategies to describe the steps involved in reading the word:
  - "If I want to read the word, I need to start at the left, look at the first letter, and then remember and say the sound it stands for. Then I need to look at the next letter and say the sound it stands for. Then I blend the sounds together to read and say the word: /a/. . . /t/. . . *at*."
- Ask students to segment and then blend the word *at*.
- Explain you can make a new word by changing, taking away, or adding a single letter/sound unit.
- Erase 't' and write 'd' to create *ad*. As you make this change, say, "If this is *at*, what is this?" Encourage all students to respond orally.
- Continue this process as you complete the chains.

TEKS 2.2.A.iii Demonstrate phonological awareness by recognizing the change in spoken word when a specified phoneme is added, changed, or removed.

DICTATION (10 MIN.)

- Tell students they are to write the words you say in their dictation journals. Read the first word, use it in a sentence, and then read the word only once more, allowing time for students to write. Remind students to refer to their Individual Code Chart as they write.
- Use this procedure with each of these words.

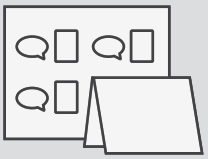
  bat *pad* *tap*

  After all the words have been called out, tell students you will now show them the correct spelling for each word, so they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it. You may wish to consider modeling use of the Individual Code Chart as you complete this exercise.
- Reassure students that it's normal to make mistakes, especially at the beginning of the year. What is important is recognizing and understanding when a mistake has been made and then correcting the error.

Observation: Dictation Journal

Look over students' dictation journals and note the names of students who did not successfully write each word the first time, as well as the types of errors made. These are very basic sound/spelling correspondences taught in Kindergarten. Observe whether students who made errors today have similar, generic difficulties on other dictation exercises during the remaining Back-to-School lessons—an indication that the Grade 2 materials may not be a good instructional fit for these students—or whether there are only a few isolated sound/spelling errors.

Code Materials



Lesson 1: "Kate Visits Nan"

Reading

25M

Primary Focus: Students will generate questions about text before reading to deepen understanding and gain information. **TEKS 2.6.B**

As the teacher reads "Kate Visits Nan" aloud, students will read along with purpose and understanding; will practice reading aloud with accuracy, appropriate rate, and expression; and will answer written multiple-choice questions about key details in the text. **TEKS 2.4; TEKS 2.6.A; TEKS 2.6.G**

INTRODUCE THE STORY (10 MIN.)

- Ask students what they call their grandmother. Make a list of the names on the board/chart paper you prepared in advance.
- Tell students they are going to practice reading a story to find out about a girl named Kate visiting her grandmother. Students may recall reading about Kate in Grade 1 Unit 5.

Digital Component 1.1

- Ask students to turn to Activity Page 1.1 while you display the digital version.
- Point to and read the title of the story, reminding students the title provides an idea of what the story is about

Preview Core Vocabulary

Activity Page 1.1

- Preview the following vocabulary words with students by calling attention to each bolded word on Activity Page 1.1 and explaining the meaning. Allow students to ask questions to clarify the meaning of the words before they begin reading, as necessary. **TEKS 2.6.B**

cabin—n., a small house, built in a simple or rough way
Example: They stayed in a cabin made of logs.

offer—n., an idea or item that you present to be accepted or refused
Example: He made her an offer of $5 for her stuffed animal.

TEKS 2.6.B Generate questions about text before, during, and after reading to deepen understanding and gain information. **TEKS 2.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.G** Evaluate details read to determine key ideas.

Vocabulary Chart for "Kate Visits Nan"			
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary		offer	cabin
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

- Explain that you will read some parts of the story aloud by yourself and then other times everyone will read parts of the story aloud together.
- Explain that when it is your turn to read aloud, you will tap your head and then read aloud. You will point to students when you want them to read aloud. Practice this procedure and the hand gestures in reading the title of the story.

Purpose for Reading

- Tell students you will read to find out what Kate will do when she visits her grandmother.

READ "KATE VISITS NAN" (15 MIN.)

- Read the story aloud, signaling students at intervals to read a sentence or two aloud.
- After reading the story, add the name *Nan* to the list of names students call their grandmothers.

Challenge

Guide students to use sentence-level context clues to define the word *dull* with the synonym *boring* by closely rereading paragraph 2 of the story.

Engage students in a discussion about which word is the opposite, or antonym, of *dull*. Point to *fun*.

Have students complete the sentence frame: "If *fun* is the opposite of *dull* then *dull* means . . ."

Check for Understanding

After reading the story aloud have students identify the characters in the story. Write the names of the characters on the board in a numbered list. Ask students to show their understanding of who the main character in the story is by holding up the number of fingers associated with the number next to the character's name on the board. Students should identify Kate as the main character.

ENGLISH LANGUAGE LEARNERS

Reading

Reading/Viewing Closely

Beginning
Ask students to name or draw two things Kate will do on the camping trip. Provide students with the sentence frame: "On the camping trip Kate will . . ."

Intermediate
Encourage students to retell the four things Kate plans to do on the camping trip.

Advanced/Advanced High
Refer to images of people hiking that you prepared in advance. Ask students to elaborate on what hiking might include, using the picture to provide visual context if the students do not have prior knowledge or experience with hiking.

ELPS 4.C

Wrap-Up

Digital Component 1.2

- Have students turn to Activity Page 1.2 while you display the digital version.
- Tell students you are going to complete the first question together and then they will answer the remaining questions to show their understanding of the story.
- Read the first question and all the answer choices aloud as students follow along. Model looking back at the text and reading aloud to try to find the answer. Have students help eliminate the wrong choices and read aloud the sentence from the story that answers the question.
- Have students circle the correct answer for the first question.
- Read aloud the questions and answer choices that follow, pausing to allow students time to look back in the text and select the best answer.
- After students have completed the story questions, allow students a moment to discuss what they would most look forward to about the upcoming camping trip in the story.

Activity Page 1.2: Story Questions

Collect and review Activity Page 1.2. Students who did not get these literal questions correct may benefit from reviewing how to look back in the text to find the answer to a question.

Activity Page 1.2

End Lesson

Take-Home Material

FAMILY LETTER

- Have students take home Activity Page 1.3 to share with a family member.

Activity Page 1.3

LESSON

2

BACK-TO-SCHOOL

Basic Code Review

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will review the sound/spellings /e/ > 'e', /u/ > 'u', /o/ > 'o', /k/ > 'c', and /g/ > 'g'. TEKS 2.2.B.i

Students will blend, segment, and spell one-syllable words in which /a/ > 'a', /e/ > 'e', /o/ > 'o', and /u/ > 'u'. TEKS 2.2.B.i, TEKS 2.2.C.i

Students will spell dictated words with /i/ > 'i'. TEKS 2.2.C.i

Reading

As the teacher reads "The Campsite" aloud, students will read along with purpose and understanding; will practice reading with accuracy, appropriate rate, and expression; and will answer written multiple-choice questions about key details in the text. TEKS 2.4; TEKS 2.6.A; TEKS 2.6.G

Students will monitor reading and make adjustments when understanding breaks down. TEKS 2.6.I

FORMATIVE ASSESSMENT

Observation — **Dictation Journal** TEKS 2.2.C.i

Activity Page 2.2 — **Story Questions** "The Campsite" TEKS 2.6.G

TEKS 2.2.B.i Demonstrate and apply phonetic knowledge by decoding words with short, long, or varient vowels, trigraphs and blends; **TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.A**; Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.6.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Code Flip Book Review (Phonics)	Whole Group	15 min.	❑ Vowel and Consonant Code Flip Books ❑ Spelling Cards for 'e' > /e/ (*pet*), 'u' > /u/ (*but*), 'o' > /o/ (*hop*), 'c' > /k/ (*cat*), 'g' > /g/ (*gift*) ❑ Individual Code Chart ❑ green and red markers
Teacher Chaining (Phonics)	Whole Group	10 min.	
Dictation (Phonics)	Whole Group	10 min.	❑ Individual Code Chart ❑ dictation journal
Reading			
Introduce the Story	Whole Group	25 min.	❑ map of the United States ❑ Activity Pages 2.1, 2.2
Read "The Campsite"			
Take-Home Material			
"The Campsite"			❑ Activity Page 2.1

ADVANCE PREPARATION

Foundational Skills

- Prepare to display the Vowel and Consonant Code Flip Books within view of all students; also have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and green and red markers readily available.

Reading

Digital Component 1.1

- Prepare to display the story "Kate Visits Nan" from the previous lesson (Digital Component 1.1) in your chosen format.

Digital Component 2.1

- Locate a map of the United States or prepare to use Digital Component 2.1.

Digital Components 2.2, 2.3

- Prepare to display the story "The Campsite" found on Activity Page 2.1. (Digital Component 2.2) and the story questions on Activity Page 2.2 (Digital Component 2.3) in your chosen format.

Universal Access

- Gather images of a jeep, campsite, tent, sleeping bag, and lantern for use in Preview Core Vocabulary.

Lesson 2: Basic Code Review

Foundational Skills

35M

Primary Focus

Students will review the sound/spellings /e/ > 'e', /u/ > 'u', /o/ > 'o', /k/ > 'c', and /g/ > 'g'. **TEKS 2.2.B.i**

Students will blend, segment, and spell one-syllable words in which /a/ > 'a', /e/ > 'e', /o/ > 'o', and /u/ > 'u'. **TEKS 2.2.B.i; TEKS 2.2.C.i**

Students will spell dictated words with /i/ > 'i'. **TEKS 2.2.C.i**

WARM-UP (15 MIN.)

Code Flip Book Review

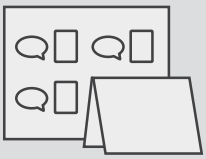
- Turn to the Vowel Code Flip Book and quickly review the letter-sound correspondences for the following vowel sounds: 'a' for /a/ on **Vowel Code Flip Book page 1** and 'i' for /i/ on **Vowel Code Flip Book page 2**. Ask students whether this page shows vowel sounds and spellings or consonant sounds and spellings.
- Using the same procedure described in the previous lesson, review the letter-sound correspondences.
- Today's vowel letter-sound correspondences can be found on the following Code Flip Book pages (you may want to tab these pages with sticky notes for easy reference).

Vowel Code Flip Book
1. 'e' > /e/ (*pet*) (page 3)
2. 'u' > /u/ (*but*) (page 4)
3. 'o' > /o/ (*hop*) (page 5)

- Remind students that vowel sounds will always be written in green on the Spelling Cards.
- Place the Spelling Cards on the appropriate places on the Code Flip Book pages.

TEKS 2.2.B.i Demonstrate and apply phonetic knowledge by decoding words with short, long, or varient vowels, trigraphs and blends; **TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Code Materials



ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Explain that the sounds /e/ and /u/ are made with the mouth open. Explain that to pronounce /e/, open your mouth wide and make the /e/ sound by pushing the sound out from the back of your throat. Notice how your mouth isn't as wide open as it is when making the /a/ sound. To make the /u/ sound, open your mouth and teeth just a little and push out the sound from the back of your throat. Again, notice how your mouth isn't as wide open as it is when making the /a/ sound. As you make each sound, display the appropriate Spelling Card.

ELPS 1.B

- Point out and discuss the power bar for each spelling.
- Distribute the green markers and ask students to turn to **page 7** of the **Individual Code Chart**. Use the same procedure described in the previous lesson to guide students in outlining each of the appropriate cards on the chart.
- The vowel letter-sound correspondences can be found on the following page of the Individual Code Chart.

Individual Code Chart
1. 'e' > /e/ (*pet*) **page 7**
2. 'u' > /u/ (*but*) **page 7**
3. 'o' > /o/ (*hop*) **page 7**

- Remember to prompt students to summarize the code information conveyed by each of these new cards on their chart:
  - "This tells us /e/ is spelled as the letter 'e' in written words. The power bar tells us 'e' is a common spelling, but there are other ways to also spell /e/."
- Collect the green markers.
- Using the same procedure used for the Vowel Code Flip Book, review the following consonant letter-sound correspondences.

Consonant Code Flip Book
1. 'c' > /k/ (*cat*) **page 5**
2. 'g' > /g/ (*gift*) **page 6**

- Remind students that the consonant sounds will always be written in red on the Spelling Cards, and review the purpose of the power bar.
- Show students the consonant Spelling Card.
- Lead the class in a choral reading of the letter-sound correspondence.
- Ask students to look at the power bar for each spelling and to give a "thumbs-up" if this spelling is the most common for the sound or a "thumbs-down" if it is a less common spelling. *(Both spellings are the most common for their respective sounds.)*

- Place the Spelling Cards on the appropriate Code Flip Book pages.
- Point out and discuss the power bar for each spelling.
- Distribute the red markers and ask students to turn to **page 2** of the **Individual Code Chart**.

Individual Code Chart
1. 'c' > /k/ (*cat*) **page 2**
2. 'g' > /g/ (*gift*) **page 2**

- After each letter-sound correspondence is reviewed on the Code Flip Book page, guide students in outlining each of the appropriate cards on the chart and the letter spelling.
- Ask students to summarize the code information conveyed by each of these new cards on their chart.

TEACHER CHAINING (10 MIN.)

- Chain the following words with the class on the board. Use think-aloud strategies while first modeling how to spell and read the word *get*.

1. get > pet > pat > bat > cat > cot > tot > top
2. got > cot > cut > cup > cub > cab > cap

- Tell students you are going to write the word *get*.
- As you write the word *get*, use think-aloud strategies to describe the steps involved in writing the word:
  - "Let's see, I want to write the word *get*. First I have to say and listen to the sounds: /g/. . . /e/. . . /t/. There are three sounds in the word *get*. I'll need to write a spelling for each of the sounds. So first I will write the spelling or letter for /g/ because it is the first sound. Then I will write the spelling or letter for /e/ because it is the next sound. And then I will write the spelling or letter for /t/ because it is the last sound."

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

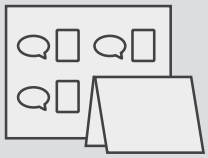
Point out which consonant sounds in the pair is voiced and unvoiced: /k/ (unvoiced)—/g/ (voiced). Explain that sounds in each pair are similar to each other, which is why these sounds and spellings are grouped together on the Code Chart.

ELPS 1.B

- Use think-aloud strategies to describe the steps involved in reading the word:
  - "If I want to read the word, I need to start at the left, look at the first letter, and then remember and say the sound it stands for. Then I need to look at the next letter and say the sound it stands for and then the next letter and sound. Then I blend the sounds together to read and say the word: */g/. . . /e/. . . /t/. . . get*."
- Ask students to segment and then blend the word *get*.
- Explain that you can make a new word by changing, taking away, or adding a single letter/sound unit.
- Erase 'g' and write 'p' to create *pet*. As you make this change, say, "If this is *get*, what is this?" Encourage all students to respond orally.
- Continue this process as you complete the chains.

DICTATION (10 MIN.)

Code Materials



- Tell students they are to write the words you say in their dictation journals. Read the first word, use it in a sentence, and then read the word only once more, allowing time for students to write. Remind students to refer to their Individual Code Chart as they write.
- Use this procedure with each of these words.

  pit *tip* *bib*

- After all the words have been called out, tell students you will now show them the correct spelling for each word, so they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it. You may wish to consider modeling use of the Individual Code Chart as you complete this exercise.

Observation: Dictation Journal

Look over students' dictation journals and note the names of students who did not successfully write each word the first time, as well as the types of errors. These are very basic sound/spelling correspondences taught in Kindergarten. Observe whether students who made errors today have similar, generic difficulties on other dictation exercises during the remaining Back-to-School lessons—an indication that the Grade 2 materials may not be a good instructional fit for these students—or whether there are only a few isolated sound/spelling errors.

Lesson 2: "The Campsite"

Reading

25M

Primary Focus: As the teacher reads "The Campsite" aloud, students will read along with purpose and understanding; will practice reading with accuracy, appropriate rate, and expression; and will answer written multiple-choice questions about key details in the text.

TEKS 2.4; TEKS 2.6.A; TEKS 2.6.G

Students will monitor reading and make adjustments when understanding breaks down. **TEKS 2.6.I**

INTRODUCE THE STORY (10 MIN.)

Digital Component 1.1

- Refer back to the display copy of "Kate Visits Nan," which students read in the previous lesson.
- Ask students to identify the setting of the story by looking back at the first paragraph to answer the following question: "Where does Kate's grandmother, Nan, live?"

Digital Component 2.1

- Circle the phrase *the West* in the story, and use a map of the United States to help students understand "the West" is a section of the United States.

TEKS 2.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.A;** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.6.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge,checking for visual cues, and asking questions when understanding breaks down.

Activity Page 2.1

- Tell students they are going to practice reading a story about Kate and her adventure in the West.
- Allow students a minute to **Think-Pair-Share** about what they remember from the characters and events in "Kate Visits Nan."

Digital Component 2.2

- Ask students to turn to Activity Page 2.1 while you display the digital version.

Preview Core Vocabulary

- Preview the following vocabulary words with students by calling attention to each bolded word on Activity Page 2.1 and explaining the meaning. Allow students to ask questions to clarify the meaning of the words, as necessary.

Support

Use the images you prepared in advance as you preview the core vocabulary to provide visual support for the words and their meanings.

campsite—n., the place you set up your tent when you go camping
Example: Our campsite was next to a wide river.

legend—n., a story that has been told for a long time; many people know the story but it can't be proven true
Example: The legend of Johnny Appleseed explains how apple trees were planted a long time ago.

Vocabulary Chart for "The Campsite"

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	campsite	legend	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

Purpose for Reading

- Tell students to read to find out about the campsite.

READ "THE CAMPSITE" (15 MIN.)

- Read the story aloud, signaling students at intervals to read a sentence or two aloud.

Wrap-Up

Digital Component 2.3 TEKS 2.6.I

- Have students turn to Activity Page 2.2 while you display the digital version.
- Tell students you are going to complete the first question together and then they will answer the remaining questions to show their understanding of the story.
- Read the first question and all the answer choices aloud as students follow along. Model looking back at the text and reading aloud to try to find the answer. Have students help eliminate the wrong choices and read aloud the sentence from the story that answers the question.
- Have students circle the correct answer for the first question.
- Read aloud the following questions and answer choices, pausing to allow students time to look back in the text and select the best answer.

Activity Page 2.2: Story Questions

Collect and review Activity Page 2.2. Students who did not get these literal questions correct may benefit from reviewing how to look back in the text to find the answer to a question.

End Lesson

Take-Home Material

"THE CAMPSITE"

- Have students take home Activity Page 2.1 to read to a family member.

TEKS 2.6.I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

ENGLISH LANGUAGE LEARNERS

Reading

Reading/Viewing Closely

Beginning
Ask students to answer the question: "Did Max give Kate his hot dog because hers was burned?"

Intermediate
Encourage students to reread "The Campsite" to identify what Max did right before Kate thought he was "O.K."

Advanced/Advanced High
Ask students to consider what Kate might have thought about Max if he hadn't done something nice for her. "Do you think Kate would feel the same way at the end if Max hadn't given her his hot dog?"

ELPS 4.G

Activity Page 2.2

Activity Page 2.1

LESSON

3

BACK-TO-SCHOOL

Basic Code Review

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will review the consonant sound/spellings /k/ > 'k', /g/ > 'g', /f/ > 'f', /v/ > 'v', /l/ > 'l', and /h/ > 'h', and the vowel sound/spellings /i/ > 'i', /e/ > 'e', and /o/ > 'o'. TEKS 2.2.B.i

Students will segment, blend, and spell one-syllable words in which /a/ > 'a', /e/ > 'e', /i/ > 'i', /o/ > 'o', and /u/ > 'u'. TEKS 2.2.B.i; TEKS 2.2.C.i

Students will spell dictated words with /o/ > 'o'. TEKS 2.2.C.i

Reading

As the teacher reads "The Hike" aloud, students will read along with purpose and understanding; will practice reading with accuracy, appropriate rate, and expression; and will answer written multiple-choice questions about key details in the text. TEKS 2.4; TEKS 2.6.A; TEKS 2.6.G

FORMATIVE ASSESSMENT

Observation

Dictation Journal
TEKS 2.2.C.i

Activity Page 3.2

Story Questions "The Hike"
TEKS 2.6.G

TEKS 2.2.B.i Demonstrate and apply phonetic knowledge by decoding words with short, long, or varient vowels, trigraphs and blends; **TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.A**; Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.G** Evaluate details read to determine key ideas.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Code Flip Book Review (Phonics)	Whole Group	15 min.	❑ Consonant Code Flip Book ❑ Spelling Cards for 'k > /k/ (*kid*), 'g' > /g/ (*gift*), 'f' > /f/ (*fit*), 'v' > /v/ (*vet*), 'l' > /l/ (*lip*), 'h' > /h/ (*hot*) ❑ Individual Code Chart ❑ green and red markers
Teacher Chaining (Phonics)	Whole Group	10 min.	
Dictation (Phonics)	Whole Group	10 min.	❑ Individual Code Chart ❑ dictation journal
Reading			
Introduce the Story	Whole Group	25 min.	❑ Activity Pages 3.1, 3.2
Read "The Hike"			
Take-Home Material			
"The Hike"			❑ Activity Page 3.1

ADVANCE PREPARATION

Foundational Skills

- Prepare to display the Consonant Code Flip Book within view of all students; also have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and green and red markers readily available.

Reading

Digital Components 3.1, 3.2

- Prepare to display the story "The Hike" found on Activity Page 3.1 (Digital Component 3.1) and the story questions on Activity Page 3.2 (Digital Component 3.2) in your chosen format.

Lesson 3: Basic Code Review

Foundational Skills

35M

Primary Focus

Students will review the consonant sound/spellings /k/ > 'k', /g/ > 'g', /f/ > 'f', /v/ > 'v', /l/ > 'l', and /h/ > 'h', and the vowel sound/spellings /i/ > 'i', /e/ > 'e', and /o/ > 'o'. **TEKS 2.2.B.i**

Students will segment, blend, and spell one-syllable words in which /a/ > 'a', /e/ > 'e', /i/ > 'i', /o/ > 'o', and /u/ > 'u'. **TEKS 2.2.B.i; TEKS 2.2.C.i**

Students will spell dictated words with /o/ > 'o'. **TEKS 2.2.C.i**

WARM-UP (15 MIN.)

Code Flip Book Review

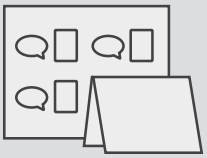
- Turn to page 5 in the Consonant Code Flip Book. Ask students whether this page shows vowel sound/spellings or consonant sound/spellings.
- Using the same procedure as in earlier lessons, review the following letter-sound correspondences found on these pages of the Consonant Code Flip Book.

Consonant Code Flip Book	
1. k' > /k/ (*kid*) **page 5**	4. 'v' > /v/ (*vet*) **page 10**
2. 'g' > /g/ (*gift*) **page 6**	5. 'l' > /l/ (*lip*) **page 19**
3. 'f' > /f/ (*fit*) **page 9**	6. 'h' > /h/ (*hot*) **page 20**

- Remind students the consonant sounds will always be written in red on the Spelling Cards.
- Distribute the red markers and tell students to turn to **page 2** of the **Individual Code Chart**.

TEKS 2.2.B.i Demonstrate and apply phonetic knowledge by decoding words with short, long, or varient vowels, trigraphs and blends; **TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Code Materials



ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Point out which consonant sounds in each pair are voiced and unvoiced: /k/ (unvoiced)—/g/ (voiced); /f/ (unvoiced)—/v/ (voiced). Emphasize that sounds in each pair resemble each other very closely, which is why these sounds and spellings are grouped together on the Code Chart. This may be useful to know when students are referring to their own charts for spelling help.

Also, Spanish speakers may need guidance in producing the /h/ sound for the letter 'h', because in Spanish, 'h' does not represent a sound. In English, 'h' stands for the /h/ sound. To make the /h/ sound, open your mouth slightly and let the breath out of the back of your throat.

ELPS 1.B

- The spellings for today can be found on the following pages of the Individual Code Chart.

Individual Code Chart	
1. 'k' > /k/ (*kid*) **page 2**	4. 'v' > /v/ (*vet*) **page 3**
2. 'g' > /g/ (*gift*) **page 2**	5. 'l' > /l/ (*lip*) **page 5**
3. 'f' > /f/ (*fit*) **page 3**	6. 'h' > /h/ (*hot*) **page 5**

- After each letter-sound correspondence is reviewed on the Code Flip Book page, guide students in outlining each of the appropriate cards on the chart and the letter spelling.
- Prompt students to summarize the code information conveyed by each of these new cards on their chart.

TEACHER CHAINING (10 MIN.)

- You will chain the following words on whatever medium you have selected (board, whiteboard, Smart Board, or chart paper).

1. kid > lid > lad > lag > log > jog > jug > jut > jet > vet
2. lap > lad > had > hid > bid > bed > beg > bug > hug > lug

- Tell students you are going to write the word *kid*.
- Remind them you can make a new word by changing, taking away, or adding a single phoneme/grapheme or letter/sound unit.
- Ask students to segment and then blend the word *kid*.
- Erase 'k' and write 'l' to create *lid*. As you make this change, say, "If this is *kid*, what is this?"
- Continue the process with the remaining words. For each new word, remember to always say, "If this is . . . what is this?"
- Keep the pace moving briskly.

Challenge

Write the letters 'k', f', 't', and 'i' on the board. Ask students which two words they can chain with these letters when they unscramble the letters and start with a consonant. *(kit, fit)*

DICTATION (10 MIN.)

- Tell students they are to write the words you say in their dictation journals. Read the first word, use it in a sentence, and then read the word only once more, allowing time for students to write. Remind students to refer to their Individual Code Chart as they write.
- Use this procedure with each of these words.

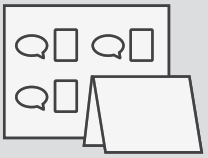
  job *hog* *top*

- After all the words have been called out, tell students you will now show them the correct spelling for each word, so they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it. You may wish to consider modeling use of the Individual Code Chart as you complete this exercise.

Observation: Dictation Journal

Look over students' dictation journals and note the names of students who did not successfully write each word the first time, as well as the types of errors made. These are very basic sound/spelling correspondences taught in Kindergarten. Observe whether students who made errors today have similar, generic difficulties on other dictation exercises during the remaining Back-to-School lessons—an indication that the Grade 2 materials may not be a good instructional fit for these students—or whether there are only a few isolated sound/spelling errors.

Code Materials



Lesson 3: "The Hike"

Reading

25M

Primary Focus: As the teacher reads "The Hike" aloud, students will read along with purpose and understanding; will practice reading with accuracy, appropriate rate, and expression; and will answer written multiple-choice questions about key details in the text. **TEKS 2.4; TEKS 2.6.A; TEKS 2.6.G**

INTRODUCE THE STORY (10 MIN.)

- Tell students they are going to practice reading another story about Kate.

Activity Page 3.1

Digital Component 3.1

- Have students turn to Activity Page 3.1 while you display the digital version.
- Point to and read the title of the story, reminding students the title provides an idea of what the story is about.
- Ask students if they have been on a hike. Ask what kind of things might you see on a hike.
- Ask students what they think the story might be about, based on the title.

Preview Core Vocabulary

- Preview the following vocabulary words with students by calling attention to each bolded word on Activity Page 3.1 and explaining the meaning. Allow students to ask questions to clarify the meaning of the words, as necessary.

cliff—n., a high, steep surface of rock
Example: She stayed away from the edge of the cliff.

bone—n., the hard parts inside of a person or animal
Example: The horse tripped and broke his leg bone.

expert—n., someone who knows a lot about a specific thing
Example: A volcanologist is an expert on volcanoes.

TEKS 2.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.G** Evaluate details read to determine key ideas.

Vocabulary Chart for "The Hike"			
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary	cliff	bone expert	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

Purpose for Reading

- Tell students to listen to and read the story carefully to find out what Kate and Max find on their hike.

READ "THE HIKE" (15 MIN.)

Note: If students have read the earlier stories with ease, you may want to change the manner in which you read aloud today's story. You may want to select individual students to read a sentence or two, allowing other students to take turns reading the story aloud until it is finished. (Avoid Round Robin reading; utilize another method such as Popcorn Reading. Popcorn Reading is when a student reads a predetermined amount of text such as one sentence, then chooses a fellow student to read next.)

If many students in your class still seem uncertain about reading aloud on their own, read this story in the same manner you read the earlier stories (i.e., you read some parts of the story aloud and students read some sentences).

- Read the story in the manner that best suits the needs of your students.

Wrap-Up

Digital Component 3.2

- Have students turn to Activity Page 3.2 while you display the digital version.
- Tell students you are going to complete the first question together and then they will answer the remaining questions to show their understanding of the story.

Activity Page 3.2

ENGLISH LANGUAGE LEARNERS

Reading

Reading/Viewing Closely

Beginning
Ask students a yes/no question about where Max and Kate found the bone. Include the word *cliff*.

Intermediate
Encourage students to reread "The Hike" to identify where Max and Kate found the bone.

Advanced/Advanced High
Ask students to describe how the bone looked on the side of the cliff.

ELPS 4.G

- Read the first question and all the answer choices aloud as students follow along. Model looking back at the text and reading aloud to try to find the answer. Have students help eliminate the wrong choices and read aloud the sentence from the story that answers the question.
- Have students circle the correct answer for the first question.
- Read aloud the questions and answer choices that follow, pausing to allow students time to look back in the text and select the best answer.

Activity Page 3.2: Story Questions

Collect and review Activity Page 3.2. Students who did not get these literal questions correct may benefit from reviewing how to look back in the text to find the answer to a question.

End Lesson

Take-Home Material

"THE HIKE"

Activity Page 3.1

- Have students take home Activity Page 3.1 to read to a family member.

LESSON

4

BACK-TO-SCHOOL

Basic Code Review

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will review the sound/spellings /th/ > 'th', /th/ > 'th', /ng/ > 'ng', /sh/ > 'sh', and /ch/ > 'ch' in one-syllable words with short vowel sounds. TEKS 2.2.B.i

Students will segment, blend, and spell one-syllable words with /th/ > 'th', /th/ > th', /ng/ > 'ng', /sh/ > 'sh', and /ch/ > 'ch' and short vowel sounds. TEKS 2.2.B.i; TEKS 2.2.C.i

Students will spell dictated words with /e/ > 'e'. TEKS 2.2.C.i

Reading

As the teacher reads "The Bone Man" aloud, students will read along with purpose and understanding; will practice reading aloud with accuracy, appropriate rate, and expression; and will answer written multiple-choice questions about key details in the text. TEKS 2.4; TEKS 2.6.A; TEKS 2.6.G

Students will monitor comprehension and make adjustments when understanding breaks down. TEKS 2.6.I

FORMATIVE ASSESSMENT

Observation — **Dictation Journal** TEKS 2.2.C.i

Activity Page 4.2 — **Story Questions** "The Bone Man" TEKS 2.6.G

TEKS 2.2.B.i Demonstrate and apply phonetic knowledge by decoding words with short, long, or varient vowels, trigraphs and blends; **TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.6**.I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Code Flip Book Review (Phonics)	Whole Group	15 min.	❑ Consonant Code Flip Book ❑ Spelling Cards for 'ch' > /ch/ (*chin*), 'th' > /th/ (*thin*), 'th' > /<u>th</u>/ (*them*), 'n' > /n/ (*nut*), 'ng' > /ng/ (*sing*), 'sh' > /sh/ (*shop*) ❑ Individual Code Chart ❑ red markers
Teacher Chaining (Phonics)	Whole Group	10 min.	
Dictation (Phonics)	Whole Group	10 min.	❑ Individual Code Chart ❑ dictation journal
Reading			
Introduce the Story	Whole Group	25 min.	❑ Activity Pages 4.1, 4.2
Read "The Bone Man"			
Take-Home Material			
"The Bone Man"			❑ Activity Page 4.1

ADVANCE PREPARATION

Foundational Skills

- Prepare to display the Consonant Code Flip Book within view of all students; also have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and green and red markers readily available.

Reading

Digital Components 4.1, 4.2

- Prepare to display the story "The Bone Man" found on Activity Page 4.1 (Digital Component 4.1) and the story questions on Activity Page 4.2 (Digital Component 4.2) in your chosen format.

Universal Access

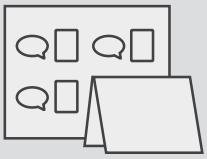
- Bring in pictures of the following words to activate prior knowledge important to "The Bone Man": *T. rex (Tyrannosaurus rex)* and *reptile* (such as other dinosaurs, snakes, and lizards).

Lesson 4: Basic Code Review

Foundational Skills

35M

Code Materials



ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Remind students when two letters are used to spell one sound, such as 'ng', 'sh', 'ch', or 'th', it is called a digraph or vowel team.

Support students in distinguishing between the voiced digraph 'th' > /th/ and the unvoiced digraph 'th' > /th/. Have students place a hand on their throat and say the word *them*. Ask them if they feel any vibration, or buzz, on their hand. Explain there is a buzz because the /th/ sound is a voiced sound. Next, have students repeat this process, but with the word *thin*. Help students understand there is no buzz because this 'th' sound is unvoiced. Air passes through the mouth, but there is no vibration in the throat, so it is an unvoiced sound.

ELPS 1.B

Primary Focus

Students will review the sound/spellings /th/ > 'th', /th/ > 'th', /ng/ > 'ng', /sh/ > sh', and /ch/ > 'ch' in one-syllable words with short vowel sounds. TEKS 2.2.B.i

Students will segment, blend, and spell one-syllable words with /th/ > 'th', /th/ > 'th', /ng/ > 'ng', /sh/ > 'sh', and /ch/ > 'ch' and short vowel sounds. TEKS 2.2.B.i; TEKS 2.2.C.i

Students will spell dictated words with /e/ > 'e'. TEKS 2.2.C.i

WARM-UP (15 MIN.)

Code Flip Book Review

- Turn to **page 7** in the **Consonant Code Flip Book**. Ask students whether this page shows vowel sounds and spellings or consonant sounds and spellings.
- Using the same procedure as in earlier lessons, review the following letter-sound correspondences found on these pages of the Consonant Code Flip Book.

Consonant Code Flip Book

1. 'ch' > /ch/ (*chin*) **page 7**
2. 'th' > /th/ (*thin*) **page 13**
3. 'th' > /th/ (*them*) **page 14**
4. 'n' > /n/ (*nut*) **page 16**
5. 'ng' > /ng/ (*sing*) **page 17**
6. 'sh' > /sh/ (*shop*) **page 24**

- Place the Spelling Cards on the appropriate Code Flip Book pages.
- Remind students the consonant sounds will always be written in red on the Spelling Cards.
- Distribute the red markers and tell students to turn to page 2 of the Individual Code Chart.
- Today's letter-sound correspondences can be found on the following pages of the students' Individual Code Charts.

TEKS 2.2.B.i Demonstrate and apply phonetic knowledge by decoding words with short, long, or varient vowels, trigraphs and blends; **TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Individual Code Chart

1. 'ch' > /ch/ *(chin)* **page 2**
2. 'th' > /th/ (*thin*) **page 4**
3. 'th' > /th/ (*them*) **page 4**
4. 'n' > /n/ *(nut)* **page 4**
5. 'ng' > /ng/ (*sing*) **page 4**
6. 'sh' > /sh/ (*shop*) **page 6**

- After each letter-sound correspondence is reviewed on the Code Flip Book page, guide students in outlining each of the appropriate cards on the chart and the letter spelling.
- Prompt students to summarize the code information conveyed by each of these new cards on their chart.

TEACHER CHAINING (10 MIN.)

- You will chain the following words on whatever medium you have selected (board, whiteboard, Smart Board, or chart paper).

1. lip > hip > ship > chip > chin > thin > then
2. that > fat > chat > cat > can > cash

- Tell students you are going to write the word *lip*.
- Remind them you can make a new word by changing, taking away, or adding a single phoneme/grapheme or letter/sound unit.
- Mention to students that today they will work with chains involving digraphs. Remind them that while spelled with two letters, a digraph represents only one sound, so even though a change in digraphs may involve two letters, it still only involves a single sound.
- Ask students to segment and then blend the word *lip*.
- Erase 'l' and write 'h' to create *hip*. As you make this change, say, "If this is *lip*, what is this?"

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Explain that to make the /sh/ sound, you let air out between your teeth. Notice how you don't press your tongue against the top of your mouth and push like you do to make the /ch/ sound; you can stretch out the /sh/ sound.

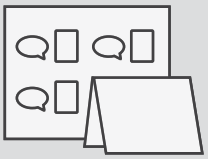
To make the /th/ sound, open your teeth just a little, stick the tip of your tongue between your teeth and push the air out. Notice how this sound is different because you have your tongue out, unlike with the /sh/ sound where you keep your tongue in the back of your mouth.

ELPS 1.B

- Be sure to call students' attention to the digraphs once they appear in the chain; digraphs may be added at the beginning or end of a word. It may be helpful to underline a digraph as you write it, for example, *ship*, to emphasize even though there are two letters being changed, added, or deleted, there is still only one sound.
- For each new word, remember to say, "If this is _____, what is this?"
- Today, instead of asking all students to respond as a group, select individual students to respond. Keep the pace moving briskly.

DICTATION (10 MIN.)

Code Materials



- Tell students they are to write the words you say in their dictation journals. Read the first word, use it in a sentence, and then read the word only once more, allowing time for students to write. Remind students to refer to their Individual Code Chart as they write.
- Use this procedure with each of these words.

  fed *jet* *pen*

- After all the words have been called out, tell students you will now show them the correct spelling for each word, so they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it. You may wish to consider modeling use of the Individual Code Chart as you complete this exercise.

Observation: Dictation Journal

Look over students' dictation journals and note the names of students who did not successfully write each word the first time, as well as the types of errors made. These are very basic sound/spelling correspondences taught in Kindergarten. Observe whether students who made errors today have similar, generic difficulties on other dictation exercises during the remaining Back-to-School lessons—an indication that the Grade 2 materials may not be a good instructional fit for these students—or whether there are only a few isolated sound/spelling errors.

Lesson 4: "The Bone Man"

Reading

25M

Primary Focus: As the teacher reads "The Bone Man" aloud, students will read along with purpose and understanding; will practice reading aloud with accuracy, appropriate rate, and expression; and will answer written multiple-choice questions about key details in the text. **TEKS 2.4; TEKS 2.6.A; TEKS 2.6.G**

Students will monitor comprehension and make adjustments when understanding breaks down. **TEKS 2.6.I**

INTRODUCE THE STORY (5 MIN.)

- Tell students they are going to practice reading another story about Kate.

Digital Component 4.1

- Have students to turn to Activity Page 4.1 while you display the digital version.
- Point to and read the title of the story, reminding students the title provides an idea of what the story is about.
- Ask students what the story might be about, based on the title.

Preview Core Vocabulary

- Preview the following vocabulary words with students by calling attention to each bolded word on Activity Page 4.1 and explaining the meaning. Allow students to ask questions to clarify the meaning of the words, as necessary.

college—n., a school you go to after high school, usually for four years
Example: He went to college to learn how to become a teacher.

T. rex—n., a large, meat-eating North American dinosaur that walked on its hind legs
Example: A long time ago T. rexes lived in America.

reptile—n., a type of animal that includes dinosaurs, snakes, and lizards; reptiles have scales and lay eggs
Example: A snake is a reptile without legs.

Activity Page 4.1

Support

Show students images of T. rexes and reptiles that you prepared in advance to help activate prior knowledge.

TEKS 2.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.6.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

Vocabulary Chart for "The Bone Man"			
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary	T. rex reptile	college	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

ENGLISH LANGUAGE LEARNERS

Reading

Reading/Viewing Closely

Beginning
After reading the story, ask "Can Max and Kate keep the bone?"

Intermediate
After reading the story, ask students to complete the sentence frame, "Max and Kate cannot keep the T. rex bone because . . ."

Advanced/Advanced High
Reread paragraph 9 aloud to students and ask them to underline the words that say why Max and Kate cannot keep the T. rex bone.

ELPS 4.G

Purpose for Reading

- Tell students to listen to and read the story carefully to find out why someone might be called "the bone man."

READ "THE BONE MAN" (20 MIN.)

- Read the story in the manner that best suits students' needs.

Check for Understanding

Ask students to explain why Max and Kate cannot keep the T. rex bone. If students are struggling to show understanding, consider rereading paragraph 9 aloud and then ask students to answer the question with evidence from the text.

Wrap-Up

Digital Component 4.2 TEKS 2.6.I

- Have students turn to Activity Page 4.2 while you display the digital version.
- Tell students you are going to complete the first question together and then they will answer the remaining questions to show their understanding of the story.

TEKS 2.6.I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

- Read the first question and all the answer choices aloud as students follow along. Model looking back at the text and reading aloud to try to find the answer. Have students help eliminate the wrong choices and read aloud the sentence from the story that answers the question.
- Have students circle the correct answer for the first question.
- Read aloud the questions and answer choices that follow, pausing to allow students time to look back in the text and select the best answer.

Activity Page 4.2

Activity Page 4.2: Story Questions

Collect and review Activity Page 4.2. Students who did not get these literal questions correct may benefit from reviewing how to look back in the text to find the answer to a question.

End Lesson

Take-Home Material

"THE BONE MAN"

Activity Page 4.1

- Have students take home Activity Page 4.1 to read to a family member.

LESSON

5

BACK-TO-SCHOOL

Basic Code Review

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will review eight consonant sound/spellings, including /qu/ > 'qu' in one-syllable words with short vowels. TEKS 2.2.B.i

Students will segment, blend, and spell one-syllable words with /ng/ > 'ng' and short vowels. TEKS 2.2.B.i; TEKS 2.2.C.i

Students will spell dictated words with /u/ > 'u'. TEKS 2.2.C.i

Reading

As the teacher reads "The Big Dig" aloud, students will read along with purpose and understanding; will practice reading with accuracy, appropriate rate, and expression; and will answer written multiple-choice questions about key details in a text. TEKS 2.4; TEKS 2.6.A; TEKS 2.6.G

FORMATIVE ASSESSMENT

Observation

Dictation Journal
TEKS 2.2.C.i

Activity Page 5.2

Story Questions "The Big Dig"
TEKS 2.6.G

TEKS 2.2.B.i Demonstrate and apply phonetic knowledge by decoding words with short, long, or varient vowels, trigraphs and blends; **TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.G** Evaluate details read to determine key ideas.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Code Flip Book Review (Phonics)	Whole Group	15 min.	❏ Consonant Code Flip Book ❏ Spelling Cards for 's' > /s/ (*sun*), 'z' > /z/ (*zip*), 'm' > /m/ (*mad*), 'r' > /r/ (*red*), 'w' > /w/ (*wet*), 'y' > /y/ (*yes*), 'x' > /x/ (*tax*), 'qu' > /qu/ (*quit*) ❏ Individual Code Chart ❏ red markers
Teacher Chaining (Phonics)	Whole Group	10 min.	
Dictation (Phonics)	Whole Group	10 min.	❏ Individual Code Chart ❏ dictation journal
Reading			
Introduce the Story	Whole Group	25 min.	❏ Activity Pages 5.1, 5.2
Read "The Big Dig"			
Take-Home Material			
"The Big Dig"			❏ Activity Page 5.1

ADVANCE PREPARATION

Foundational Skills

- Prepare to display the Consonant Code Flip Book within view of all students; also have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and green and red markers readily available.

Reading

Digital Components 5.1, 5.2

- Prepare to display the story "The Big Dig" found on Activity Pages 5.1 (Digital Component 5.1) and the story questions on Activity Page 5.2 (Digital Component 5.2) in your chosen format.

Lesson 5: Basic Code Review

Foundational Skills

35M

Primary Focus

Students will review eight consonant sound/spellings, including /qu/ > 'qu' in one-syllable words with short vowels. **TEKS 2.2.B.i**

Students will segment, blend, and spell one-syllable words with /ng/ > 'ng' and short vowels. **TEKS 2.2.A.ii; TEKS 2.2.C.i**

Students will spell dictated words with /u/ > 'u'. **TEKS 2.2.C.i**

WARM-UP (15 MIN.)

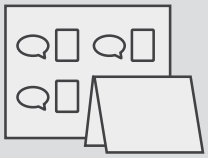
Code Flip Book Chart Review

- Turn to **page 11** in the **Consonant Code Flip Book**. Ask students whether this page shows vowel sounds and spellings or consonant sounds and spellings.
- Using the same procedure as in earlier lessons, review the following letter-sound correspondences found on these pages of the Consonant Code Flip Book.

Consonant Code Flip Book	
1. 's' > /s/ (*sun*) **page 11**	5. 'w' > /w/ (*wet*) **page 21**
2. 'z' > /z/ (*zip*) **page 12**	6. 'y' > /y/ (*yes*) **page 22**
3. 'm' > /m/ (*mad*) **page 15**	7. 'x' > /x/ (*tax*) **page 23**
4. 'r' > /r/ (*red*) **page 18**	8. 'qu' > /qu/ (*quit*) **page 25**

- Place the Spelling Cards on the appropriate Code Flip Book pages.
- Remind students the consonant sounds will always be written in red on the Spelling Cards.
- Point out and discuss the power bar for each spelling.
- Distribute the red markers and tell students to turn to **page 3** of the **Individual Code Chart**.

Code Materials



TEKS 2.2.B.i Demonstrate and apply phonetic knowledge by decoding words with short, long, or varient vowels, trigraphs and blends; **TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Today's letter-sound correspondences can be found on the following pages of the students' Individual Code Charts.

Individual Code Chart	
1. 's' > /s/ (*sun*) **page 3**	5. 'w' > /w/ (*wet*) **page 5**
2. 'z' > /z/ (*zip*) **page 3**	6. 'y' > /y/ (*yes*) **page 6**
3. 'm' > /m/ (*mad*) **page 4**	7. 'x' > /x/ (*tax*) **page 6**
4. 'r' > /r/ (*red*) **page 5**	8. 'qu' > /qu/ (*quit*) **page 6**

- After each letter-sound correspondence is reviewed on the Code Flip Book page, guide students in outlining each of the appropriate cards on the chart and the letter spelling.
- Prompt students to summarize the code information conveyed by each of these new cards on their chart.

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Note that in English, 'q' and 'u' combine to make the /qu/ sound. The /qu/ sound is the same as /k/ and /w/ put together.

ELPS 4.C

TEACHER CHAINING (10 MIN.)

- You will chain the following words on whatever medium you have selected (board, whiteboard, Smart Board, or chart paper).

1. rat > rang > ring > king > sing > zing > wing > win
2. yes > yet > set > sit > six > mix

- Tell students you are going to write the word *rat*.
- Remind them you can make a new word by changing, taking away, or adding a single phoneme/grapheme or letter/sound unit. Call attention to digraphs when they are included in the chain.
- Ask students to segment and then blend the word *rat*.
- Erase 't' and write 'ng' to create *rang*. As you make this change, say, "If this is *rat*, what is this?"
- Continue the process with the remaining words. For each new word, remember to say, "If this is _____, what is this?"

- Today, instead of asking all students to respond as a group, select individual students to respond. Keep the pace moving briskly.

DICTATION (10 MIN.)

- Tell students they are to write the words you say in their dictation journals. Read the first word, use it in a sentence, and then read the word only once more, allowing time for students to write. Remind students to refer to their Individual Code Chart as they write.
- Use this procedure with each of these words.

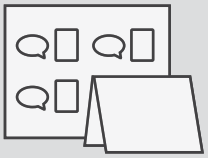
  mud *hug* *sun*

- After all of the words have been called out, tell students you will now show them the correct spelling for each word so they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling, then copying and writing the correct spelling next to it. You may wish to consider modeling use of the Individual Code Chart as you complete this exercise.

Observation: Dictation Journal

Look over students' dictation journals and note the names of students who did not successfully write each word the first time, as well as the types of errors made. These are very basic sound/spelling correspondences taught in Kindergarten. Observe whether students who made errors today have similar, generic difficulties on other dictation exercises completed during the previous Back-to-School lessons—an indication that the Grade 2 materials may not be a good instructional fit for these students—or whether there are only a few isolated sound/spelling errors.

Code Materials



Lesson 5: "The Big Dig"

Reading

25M

Primary Focus: As the teacher reads "The Big Dig" aloud, students will read along with purpose and understanding; will practice reading with accuracy, appropriate rate, and expression; and will answer written multiple-choice questions about key details in a text. TEKS 2.4; TEKS 2.6.A; TEKS 2.6.G

INTRODUCE THE STORY (5 MIN.)

- Tell students they are going to practice reading another story about Kate.

Digital Component 5.1

- Have students turn to Activity Page 5.1 while you display the digital version.
- Point to and read the title of the story, reminding students the title provides an idea of what the story is about.

Activity Page 5.1

Preview Core Vocabulary

- Preview the following vocabulary words with students by calling attention to each bolded word on Activity Page 5.1 and explaining the meaning. Allow students to ask questions to clarify the meaning of the words, as necessary.

scraped—v., removed from a surface by rubbing with something sharp or rough
Example: She scraped the gum off her shoe with a stick.

site—n., a place where something happens or where something will be built
Example: This looks like a good site to build a house.

plaster—n., a paste made of sand, lime, and water that becomes hard when it dries
Example: The doctor used plaster to harden the fabric cast on my broken arm.

crane—n., a machine with a tall arm that can move up and down or around in a circle to lift and move heavy objects
Example: The construction workers used a crane to move the large wooden beams.

lab—n., a place where a scientist or doctor works; short for *laboratory*
Example: The scientist looked at the bone samples in his lab.

TEKS 2.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.A** Establish purpose for reading assigned and self-selected texts; **TEKS 2.6.G** Evaluate details read to determine key ideas.

Vocabulary Chart for "The Hike"			
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary	plaster lab	site	scraped
Multiple-Meaning Core Vocabulary Words	crane		
Sayings and Phrases			

Purpose for Reading

- Tell students this is a story about Nan, Kate, and Max going out to the cliff. Ask students to listen to and read the story carefully to find out what happens while they are at the big dig.

READ "THE BIG DIG" (20 MIN.)

- Read the story in the manner that best suits students' needs.

Check for Understanding

Ask students where the bone man's trucks will take the plaster blocks. Go on to ask students why the bone man will finish the work in his lab instead of on the cliff.

Note: The second question requires inferring, and may be tricky for the class at this point in the year. Support students as needed in answering this question

ENGLISH LANGUAGE LEARNERS

Reading

Exchanging Information and Ideas

Beginning
Ask students if the bone will stay outside at the site.

Intermediate
Ask students to complete the sentence frame, "The bone man's trucks will take the bone to . . ."

Advanced/Advanced High
Have students reread paragraph 3 to explain where the bone man's truck will take the plaster blocks.

ELPS 4.G

Activity Page 5.2

Wrap-Up

Digital Component 5.2

- Have students turn to Activity Page 5.2 while you display the digital version.
- Tell students you are going to complete the first question together and then they will answer the remaining questions to show their understanding of the story.
- Read the first question and all the answer choices aloud as students follow along. Model looking back at the text and reading aloud to try to find the answer. Have students help eliminate the wrong choices and read aloud the sentence from the story that answers the question.
- Have students circle the correct answer for the first question.
- Read aloud the questions and answer choices that follow, pausing to allow students time to look back in the text and select the best answer.

Activity Page 5.2: Story Questions

Collect and Review Activity Page 5.2. Students who did not get these questions correct may benefit from reviewing how to look back in the text to find the answer to a question.

End Lesson

Take-Home Material

"THE BIG DIG"

Activity Page 5.1

- Have students take home Activity Page 5.1 to read to a family member.

Assessment Overview

IMPORTANCE OF ASSESSMENTS

The focus of Lessons 6–10 is to gauge students' reading knowledge through the Story Reading and Word Reading Assessments. Taking this time to assess students is crucial to ensure their success as readers. The assessments will help you determine which students have the knowledge and skills they need to profit from Grade 2 Skills instruction and which students need to be regrouped to an earlier point in the Skills program. Warm-Ups are omitted this week in order to maximize the amount of time needed to assess students. Additional Support activities are also not included in this week's lessons. Details about interpretation of students' scores for placement are provided in the Placement Overview section, located after Lesson 10 of this Teacher Guide.

INDEPENDENT WORK

Activity pages are provided for students to complete independently while others are being assessed. They have been designed for students to work on without direct teacher guidance. You may also incorporate any independent activities that are routine in your classroom, such as looking at trade books, working at a listening station, or writing in journals.

It is important for students to be engaged in activities that allow you to maintain a calm atmosphere conducive to assessment. Decide on the procedure you will implement for preparing students to work independently so things run smoothly during this time.

K–1 EXPERIENCE

To accurately place students in reading groups, it is helpful to have a basic overview of the program from Grades K–1. The following chart provides a broad overview of what is taught in Grades K and 1. Students who did well in Grade 1 should be ready for the Grade 2 sequence. In general, students who mastered Grade 1 material from:

- Units 1–6 should have adequate preparation for the Grade 2 sequence.
- Unit 7 should have good to outstanding preparation.

SCORING AND PLACEMENT

After each assessment, there is information in the Scoring section about evaluating students' scores. The Scoring section also tells you which students will take the next Story Reading and Word Reading Assessments. After Lesson 10, information is provided guiding the placement of students in appropriate reading groups in the Placement Overview section.

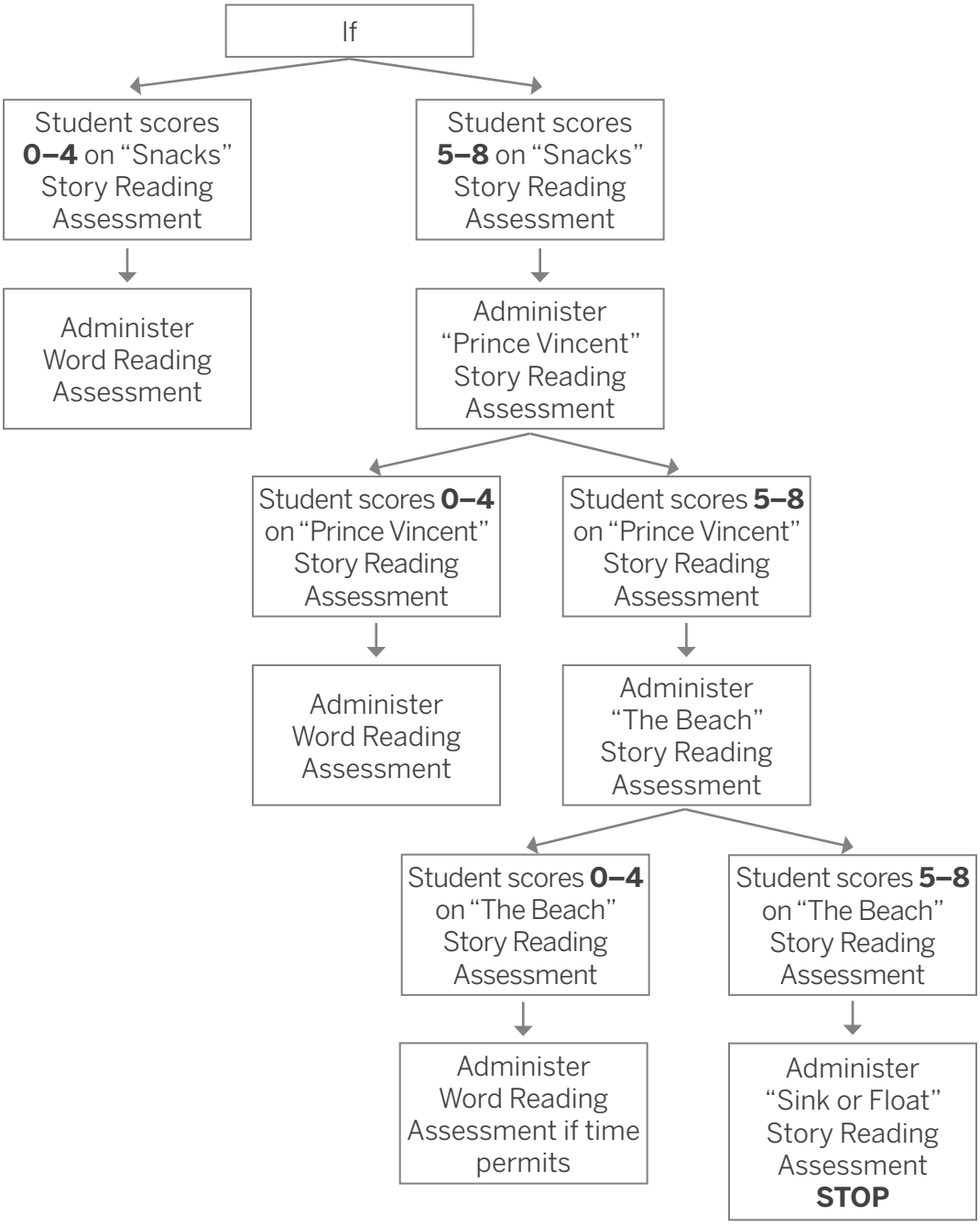
If the placement tests indicate a student is not ready for Grade 2, it is imperative the student be regrouped to get Skills instruction matching his or her reading ability. There is an appropriate placement in the K–1–2 materials for every reader (and for nonreaders, as well), but the beginning of Grade 2 is not the best place for students with limited code knowledge and reading ability or for students who rely on picture clues, whole word recollection, and guessing instead of reading by blending.

K–2 EXPERIENCE

Kindergarten	Grade 1	Grade 2
Units 1–2 Purely Oral Phonemic Awareness		
Units 3–5 One-to-one letter-sound correspondences; CVC words with "short" vowel sounds like *cat*, *dog*, *bed*		
Unit 6 Consonant Clusters, CCVC words like *flag,* CVCC words like *dust,* CCVCC words like *blast*		
Unit 7 Consonant sounds written with digraph spellings (e.g., 'sh', 'ch', 'th', 'ng')		
Units 8–9 Tricky Words; double-letter spellings like 'ss', 'ff', 'ck'	**Unit 1** Review of CVC, CCVC, CVCC, CCVCC words; Tricky Words	
Unit 10 Basic code spellings for /ee/ spelled 'ee', /ae/ spelled 'a_e', /oe/ spelled 'o_e', /ie/ spelled 'i_e', and /ue/ spelled 'u_e'; Tricky Words	**Unit 2** Basic code spellings for /ee/ spelled 'ee', /ae/ spelled 'a_e', /oe/ spelled 'o_e', /ie/ spelled 'i_e', and /ue/ spelled 'u_e'; Tricky Words	
	Unit 3 Basic code spellings for vowel sounds /<u>oo</u>/, /oo/, /ou/, /oi/, and /aw/; Tricky Words	
	Unit 4 Basic code spellings for r-controlled vowel sounds (/er/, /ar/, /or/); past-tense endings; two-syllable words; Tricky Words	
	Unit 5 Common spelling alternatives for consonant sounds (e.g., 'tch' for /ch/, 'g' for /j/, 'wr' for /r/); Tricky Words	**Unit 1** Review of basic code spellings for /a/, /i/, /e/, /o/, /u/ and all consonant sounds; spelling alternatives for /s/, /j/, /w/, /r/, /n/; tricky spellings 'c', 's', 'g', 'n'
	Unit 6 Common spelling alternatives for consonant sounds (e.g., 'c' for /s/, 'kn' for /n/, 'wh' for /w/)	Unit 2 Review of basic code spellings for /ae/, /ee/, /ie/, /oe/, /ue/, /oo/, /<u>oo</u>/, /ou/, /oi/, /er/, /or/, /ar/; spelling alternatives for /ee/, /ou/, /oi/
	Unit 7 Spelling alternatives for long vowel sounds (e.g., 'ai' and 'ay' for /ae/, 'oa' for /oe/)	**Unit 3** Spelling alternatives for /ae/, /oe/, /ie/, /ue/, and /aw/; tricky spellings 'a', 'o', 'i'
		Unit 4 Spelling alternatives for: /er/, /i/, /ie/, /oe/, /ee/, and /aw/; tricky spellings 'e', 'ow'
		Unit 5 Spelling alternatives for /u/ and /ə/; tricky spellings 'a', 'e', 'o', 'o_e', and 'ou'
		Unit 6 Spelling alternatives for /er/, /o/, /ə/, /k/, /f/

FLOW CHART FOR ORDER OF STUDENT PERFORMANCE TASK ASSESSMENT

Administer "Snacks" Story Reading Assessment to entire class.



Note: Cutoff scores on this page are used only to determine which tests to administer during the beginning of the year. The scores on this page are not used in interpreting assessment scores.

LESSON

6

PLACEMENT ASSESSMENT

Story Reading Assessment

PRIMARY FOCUS OF LESSON

Reading

Students will read "Snacks," a short story comprised of one-syllable words with basic spellings, and will answer eight written multiple-choice questions about key details in the text. TEKS 2.6.G

Language

Students will pair individual words to form the compound words *backpack*, *pancake*, *ladybug*, *popcorn*, *bedtime*, *sunshine*. TEKS 2.2.B.iv; TEKS 2.2.C.iv

TEKS 2.6.G Evaluate details read to determine key ideas; **TEKS 2.2.B.iv** Demonstrate phonological awareness by decoding compound words, contractions, and common abbreviations; **TEKS 2.2.C.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

	Grouping	Time	Materials
Reading			
Story Reading Assessment	Independent	20–30 min.	❑ Activity Pages 6.1, 6.2
Language (Grammar)			
Independent Work	Independent	30 min.	❑ Activity Pages 6.3, 6.4 ❑ scissors ❑ glue

ADVANCE PREPARATION

Note to Teacher

The primary purpose of this week will be to assess all students to determine placement and instruction in the appropriate level of materials. Starting today, students will read a story silently and then answer comprehension questions. The stories and questions are located in students' Activity Books. Depending on the student, each assessment can take from 20 to 30 minutes to complete. Additional activity pages are provided that can be completed independently each day after students have finished their assessment.

Students will turn in their completed Story Reading Assessment to you. They should be scored as soon as possible to determine which students will continue with the next assessment. You will follow the same procedure each day this week (i.e., students who successfully complete the daily Story Reading Assessment will continue to read a new story and questions the next day).

If/when students do not successfully complete a Story Reading Assessment, you will give those students an individually administered Word Reading Assessment in order to more accurately determine individual reading strengths and weaknesses for placement consideration. You will begin administering the Word Reading Assessment to any students who do not successfully complete the Story Reading Assessment, "Snacks," today.

As noted above, throughout all lessons this week, activity pages are provided that students should be able to complete independently to ensure adequate time to assess students individually.

Feel free to provide additional or alternate independent activities for students, including looking at trade books, writing in journals, or other activities that can be completed with little or no teacher assistance.

Reading

- Decide what students will work on if they complete the assessment and the compound word activity while other students are still testing. Prepare any trade books, listening centers, or writing journals you choose for students to use.
- Make one copy of the Placement Planning Sheet found in Teacher Resources.

Universal Access

- Nonreaders will struggle with both today's assessment and independent work. Consider preparing several listening centers as well as a story drawing center for students who will finish very early.

Lesson 6: Story Reading Assessment

Reading

20–30M

Primary Focus: Students will read "Snacks," a short story comprised of one-syllable words with basic spellings, and will answer eight written multiple-choice questions about key details in the text. **TEKS 2.6.G**

STORY READING ASSESSMENT

Note: The Story Reading Assessment tests students' ability to read connected prose and answer simple multiple-choice questions. Each assessment consists of a story and eight multiple-choice questions. The questions are meant to be relatively easy. "Snacks" is 51 words long. It uses only one-syllable words and only a few of the most basic spellings, all of which are taught in Kindergarten.

Administration

Activity Pages 6.1, 6.2

- Have all students tear out "Snacks" on Activity Page 6.1 and the story comprehension page on Activity Page 6.2.
- Have students read the story to themselves and answer the multiple-choice questions on the accompanying page. Tell them they can and should look back at the story and use it to help them answer the questions.
- This is not a timed assessment (the times provided in the Lesson at a Glance chart are estimates). Allow enough time for students to answer the questions.

Scoring "Snacks"

Score the "Snacks" assessment during this class period as soon as students complete the assessment.

- Use the following answer key to score "Snacks."

1. C	5. B
2. A	6. C
3. A	7. B
4. A	8. C

TEKS 2.6.G Evaluate details read to determine key ideas.

- Enter students' scores on the Placement Planning Sheet found in the Teacher Resources section of this Teacher Guide. Those students who were able to answer **five or more of the questions correctly** will take the "Prince Vincent" assessment during the next lesson.
- Students who answered **four or less correctly** will take the Word Reading Assessment during the next lesson, which will help you determine placement for those students.

Lesson 6: Grammar

Language

30M

Primary Focus: Students will pair individual words to form the compound words *backpack*, *pancake*, *ladybug*, *popcorn*, *bedtime*, *sunshine*.

TEKS 2.2.B.iv; TEKS 2.2.C.iv

INDEPENDENT WORK

Activity Pages 6.3, 6.4

- Students may complete Activity Pages 6.3 and 6.4 when they finish "Snacks."
- In addition, they can be engaged in the independent activities you have planned for them, such as quietly looking at trade books, working at listening centers, or writing in journals. Remember, it is important that your class maintains a calm environment conducive to student assessment.

End Lesson

TEKS 2.2.B.iv Demonstrate phonological awareness by decoding compound words, contractions, and common abbreviations; **TEKS 2.2.C.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

LESSON

7

PLACEMENT ASSESSMENT

Word Reading and Story Reading Assessments

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read words with consonant clusters, consonant digraphs, short vowels, vowel digraphs, dipthongs, r-controlled vowels, spelling alternatives, and Tricky Words. TEKS 2.2.B.i; TEKS 2.2.B.iii

Reading

Students will read "Prince Vincent" with purpose and understanding, and will answer written multiple-choice questions about key details in the text.

TEKS 2.6.G

Writing

Students will write a minimum of five sentences in response to a picture prompt.

TEKS 2.12.A; TEKS 2.12.B

TEKS 2.2.B Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs and blends; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry; **TEKS 2.12.B** Compose informational texts, including procedural texts and reports.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Word Reading Assessment	One-on-One	time may vary	❑ Word Reading Assessment Word List ❑ Activity Page 7.1
Reading			
Story Reading Assessment	Independent	20–30 min.	❑ Activity Pages 7.2, 7.3
Writing			
Independent Work	Independent	30 min.	❑ Activity Pages 7.4, 7.5

ADVANCE PREPARATION

Foundational Skills

- Make sure you have the Word Reading Assessment Word List found in Teacher Resources ready to use in today's lesson.

Reading

- Make sure you have the Placement Planning Sheet ready to record today's assessment scores.

Universal Access

- Nonreaders and nonwriters will struggle with both today's assessment and independent work. Consider preparing several listening centers as well as a story drawing center for students who will finish very early.

Lesson 7: Word Reading Assessment

Foundational Skills

TIME VARIES

Primary Focus: Students will read words with consonant clusters, consonant digraphs, short vowels, vowel digraphs, dipthongs, r-controlled vowels, spelling alternatives, and Tricky Words. **TEKS 2.2.B.i; TEKS 2.2.B.iii**

WORD READING ASSESSMENT

Administration

- You will begin the Word Reading Assessment with students who scored fewer than five correct on "Snacks." This assessment will provide further information about where to place students. It will also help you pinpoint specific letter-sound correspondences the student does not know.
- **This is a single-word reading assessment that needs to be administered individually.** It consists of 120 words that contain particular spellings. The words have been sequenced to reflect the order of instruction in the program: the first fifteen words are CVC words students read in Units 3–5 of Kindergarten; the next fifteen words contain consonant clusters and are similar to the words taught in Unit 6 of Kindergarten, and so on.
- Assess one student at a time, asking him or her to bring the Word Reading Assessment Recording Sheet (Activity Page 7.1) to the assessment area. You will use this sheet to record the student's answers while the student reads the words on the Word Reading Assessment Word List found inTeacher Resources.

Activity Page 7.1

- You may place a marker under each row of words in order to eliminate student confusion when reading.
- Ask the student to read the words aloud to you.
- Place an 'X' on the record sheet next to any word the student gets wrong or fails to read. If you have time, write the word the student says instead so you can further analyze errors.
- Do not coach or correct the student.
- Have the student move to the next word if he/she cannot read it quickly. If the student fails to read six words in a row and becomes frustrated, you may discontinue the assessment. Exception: If the student misses a series of six Tricky Words in lines 9–12, jump to line 13 to see if the student can read more advanced decodable words.

TEKS 2.2.B Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs and blends; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- When students finish the Word Reading Assessment, they should continue to work on Activity Pages 7.4 and 7.5, as well as any other independent activities you have provided.

Scoring and Analysis

- Guidelines for analyzing student scores on the Word Reading Assessment are found in the Placement Overview section following Lesson 10.

Lesson 7: Story Reading Assessment

Reading

20–30M

Primary Focus: Students will read "Prince Vincent" with purpose and understanding, and will answer written multiple-choice questions about key details in the text. TEKS 2.6.G

STORY READING ASSESSMENT

Note: This assessment will only be given to students who scored five or more correct on "Snacks." The story, "Prince Vincent," is on Activity Page 7.2 and the story comprehension questions are on Activity Page 7.3.

Activity Pages 7.2, 7.3

Administration

- Please follow the instructions provided in Lesson 6 for administration of the Story Reading Assessment.

Scoring "Prince Vincent"

- Use the following key to score "Prince Vincent."

1. A	5. C
2. C	6. C
3. A	7. A
4. C	8. C

- Enter students' scores on the Placement Planning Sheet. Those students who were able to answer **five or more of the questions correctly** will complete "The Beach" assessment during the next lesson.
- Students who answered **four or less correctly** will take the Word Reading Assessment during the next lesson to help you determine placement for those students.

TEKS 2.6.G Evaluate details read to determine key ideas.

Lesson 7: Narrative and Informative Writing

Writing

30M

Primary Focus: Students will write a minimum of five sentences in response to a picture prompt. **TEKS 2.12.A; TEKS 2.12.B**

Activity Pages 7.4, 7.5

INDEPENDENT WORK

- Students may work on Activity Pages 7.4 and 7.5, as well as the additional independent activities you have planned.

End Lesson

TEKS 2.12.A Compose literary texts, including personal narratives and poetry; **TEKS 2.12.B** Compose informational texts, including procedural texts and reports.

LESSON

8

PLACEMENT ASSESSMENT

Word Reading and Story Reading Assessments

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read words with consonant clusters, consonant digraphs, short vowels, vowel digraphs, dipthongs, r-controlled vowels, spelling alternatives, and Tricky Words. TEKS 2.2.B.i; TEKS 2.2.B.iii

Reading

Students will read "The Beach" with purpose and understanding, and will answer written multiple-choice questions about key details in the text.

TEKS 2.6.G

Students will draw pictures based on a series of instructions written in short, decodable sentences, and will match printed words with the appropriate pictures.

TEKS 2.2.B

TEKS 2.2.B Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs and blends; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.6.G** Evaluate details read to determine key ideas.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Word Reading Assessment	One-on-One	time may vary	❑ Word Reading Assessment Word List ❑ Activity Page 7.1
Reading			
Story Reading Assessment	Independent	20–30 min.	❑ Activity Pages 8.1, 8.2
Independent Work	Independent	30 min.	❑ Activity Pages 8.3–8.5

ADVANCE PREPARATION

Foundational Skills

- Make sure you have the Word Reading Assessment Word List found in Teacher Resources ready to use in today's lesson.

Reading

- Make sure you have the Placement Planning Sheet ready to record today's assessment scores.

Universal Access

- Nonreaders will struggle with both today's assessment and independent work. Consider preparing several listening centers as well as a story drawing center for students who will finish very early.

Start Lesson

Lesson 8: Word Reading Assessment

Foundational Skills

TIME VARIES

Primary Focus: Students will read words with consonant clusters, consonant digraphs, short vowels, vowel digraphs, dipthongs, r-controlled vowels, spelling alternatives, and Tricky Words. **TEKS 2.2.B.i; TEKS 2.2.B.iii**

WORD READING ASSESSMENT

Activity Page 7.1

- Continue assessing any students who answered fewer than five correct on "Snacks" and "Prince Vincent." Please follow the instructions provided in Lesson 7 for administering the Word Reading Assessment.
- When students finish the Word Reading Assessment, they should continue to work on Activity Pages 8.3–8.5, as well as any other independent activities you have provided.

Lesson 8: Story Reading Assessment

Reading

60M

Primary Focus

Students will read "The Beach" with purpose and understanding, and will answer written multiple-choice questions about key details in the text.

TEKS 2.6.G

Students will draw pictures based on a series of instructions written in short, decodable sentences, and will match printed words with the appropriate pictures.

TEKS 2.2.B

STORY READING ASSESSMENT (20–30 MIN.)

Activity Pages 8.1, 8.2

Note: This assessment will only be given to students who scored five or more correct on "Prince Vincent." The story, "The Beach," is on Activity Page 8.1 and the story comprehension questions are on Activity Page 8.2.

- Please follow instructions provided in Lesson 6 for administration of the Story Reading Assessment.

TEKS 2.2.B Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs and blends; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.6.G**. Evaluate details read to determine key ideas.

Scoring "The Beach"

- Use the following key to score "The Beach."

1. A	5. C
2. A	6. B
3. B	7. A
4. B	8. A

- Enter students' scores on the same Placement Planning Sheet. Those students who were able to answer **five or more of the questions correctly** will take the "Sink or Float" assessment during the next lesson.
- Students who answered **four or less correctly** will take the Word Reading Assessment during the next lesson to help you determine placement for those students.

INDEPENDENT WORK (30 MIN.)

- Students may work on Activity Pages 8.3, 8.4, and 8.5, as well as the additional independent activities you have planned.

Activity Pages 8.3–8.5

End Lesson

LESSON

9

PLACEMENT ASSESSMENT

Word Reading and Story Reading Assessments

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read words with consonant clusters, consonant digraphs, short vowels, vowel digraphs, dipthongs, r-controlled vowels, spelling alternatives, and Tricky Words. TEKS 2.2.B.i; TEKS 2.2.B.iii

Reading

Students will read "Sink or Float" with purpose and understanding, and will answer written multiple-choice questions about key details in the text. TEKS 2.6.G

Students will read compound words and draw illustrations to show their understanding of the words' meanings. TEKS 2.2.B.iv; TEKS 2.7.E

TEKS 2.2.B Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs and blends; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.2.B.iv** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and common abbreviations. **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Word Reading Assessment	One-on-One	time may vary	❏ Word Reading Assessment Word List ❏ Activity Page 7.1
Reading			
Story Reading Assessment	Independent	20–30 min.	❏ Activity Pages 9.1, 9.2
Independent Work	Independent	30 min.	❏ Activity Pages 9.3, 9.4

ADVANCE PREPARATION

Foundational Skills

- Make sure you have the Word Reading Assessment Word List found in Teacher Resources ready to use in today's lesson.

Reading

- Make sure you have the Placement Planning Sheet ready to record today's assessment scores.

Universal Access

- Nonreaders will struggle with both today's assessment and independent work. Consider preparing several listening centers as well as a story drawing center for students who finish very early.

Start Lesson

Lesson 9: Word Reading Assessment

Foundational Skills

TIME VARIES

Primary Focus: Students will read words with consonant clusters, consonant digraphs, short vowels, vowel digraphs, dipthongs, r-controlled vowels, spelling alternatives, and Tricky Words. **TEKS 2.2.B.i; TEKS 2.2.B.iii**

WORD READING ASSESSMENT

- Continue assessing students who answered fewer than five correctly on "Snacks," "Prince Vincent," and/or "The Beach." Please follow the instructions provided in Lesson 7 for administering the Word Reading Assessment.
- When students finish the Word Reading Assessment, they should continue to work on Activity Pages 9.3 and 9.4, as well as any other independent activities you have provided.

Activity Page 7.1

Lesson 9: Story Reading Assessment

Reading

60M

Primary Focus

Students will read "Sink or Float" with purpose and understanding, and will answer written multiple-choice questions about key details in the text.

TEKS 2.6.G

Students will read compound words and draw illustrations to show their understanding of the words' meanings. **TEKS 2.2.B.iv; TEKS 2.7.E**

STORY READING ASSESSMENT (20–30 MIN.)

- This assessment will only be given to students who scored five or more correct on "The Beach." The story, "Sink or Float," is on Activity Page 9.1 and the story comprehension questions are on Activity Page 9.2. This is the last Story Reading Assessment.

Activity Pages 9.1, 9.2

TEKS 2.2.B Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs and blends; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.2.B.iv** Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and common abbreviations. **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing

Scoring "Sink or Float"

- Use the following key to score "Sink or Float."

1. B	5. B
2. A	6. C
3. A	7. A
4. A	8. B

- Enter students' scores on the Placement Planning Sheet to help you determine placement for students. There is not another reading assessment after "Sink or Float."
- The next lesson will be spent assessing any remaining students to whom you still need to administer the Word Reading Placement Assessment. Priority should be given to assessing the lowest-performing students.

INDEPENDENT WORK (30 MIN.)

Activity Pages 9.3, 9.4

- Students may work on Activity Pages 9.3 and 9.4, as well as the additional independent activities you have planned.

End Lesson

LESSON

10

PLACEMENT ASSESSMENT

Word Reading Assessment

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read words with consonant clusters, consonant digraphs, short vowels, vowel digraphs, dipthongs, r-controlled vowels, spelling alternatives, and Tricky Words. TEKS 2.2.B.i; TEKS 2.2.B.iii

Reading

Students will read a short paragraph and draw an illustration that shows their understanding of the details in the text. TEKS 2.6.G; TEKS 2.7.E

Students will silently read short sentences and draw illustrations that show their understanding of the sentences' meanings. TEKS 2.6.G; TEKS 2.7.E

Writing

Students will draw an illustration of themselves with their best friend, and will write a short story detailing the things they do together.

TEKS 2.12.A

TEKS 2.2.B Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs and blends; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing **TEKS 2.12.A** Compose literary texts, including personal narratives and poetry.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Word Reading Assessment	One-on-One	time may vary	❑ Word Reading Assessment Word List ❑ Activity Page 7.1
Reading			
Story Illustration	Independent	20 min.	❑ Activity Page 10.1
Phrase Illustration	Independent	20 min.	❑ Activity Page 10.2
Writing			
Personal Narrative	Independent	20 min.	❑ Activity Page 10.3

ADVANCE PREPARATION

Foundational Skills

- Make sure you have the Word Reading Assessment Word List found in Teacher Resources ready to use in today's lesson.

Reading

- Make sure you have the Placement Planning Sheet ready to record today's assessment scores.

Universal Access

- Nonreaders will struggle with both today's assessment and independent work. Consider preparing several listening centers as well as a story drawing center for students who finish very early.

Start Lesson

Lesson 10: Word Reading Assessment

Foundational Skills

TIME VARIES

Primary Focus: Students will read words with consonant clusters, consonant digraphs, short vowels, vowel digraphs, dipthongs, r-controlled vowels, spelling alternatives, and Tricky Words. **TEKS 2.2.B.i; TEKS 2.2.B.iii**

WORD READING ASSESSMENT

Activity Page 7.1

- Continue assessing students who scored fewer than five correct on "Snacks," "Prince Vincent," and/or "The Beach." Priority should be placed on assessing the lowest-performing students, if there is not sufficient time to individually assess all students. Please follow the instructions provided in Lesson 7 for administering the Word Reading Assessment.
- When students finish the Word Reading Assessment, they should continue to work on Activity Pages 10.1–10.3, as well as any other independent activities you have provided.

Lesson 10: Story and Phrase Illustration

Reading

40M

Primary Focus

Students will read a short paragraph and draw an illustration that shows their understanding of the details in the text. **TEKS 2.6.G; TEKS 2.7.E**

Students will silently read short sentences and draw illustrations that show their understanding of the sentences' meanings. **TEKS 2.6.G; TEKS 2.7.E**

STORY ILLUSTRATION (20 MIN.)

Activity Page 10.1

- Students may work on Activity Page 10.1, as well as the additional independent activities you have planned.

TEKS 2.2.B Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs and blends; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.E** Interact with sources in meaningful ways such as illustrating or writing

PHRASE ILLUSTRATION (20 MIN.)

- Students may work on Activity Page 10.2, as well as the additional independent activities you have planned.

Activity Page 10.2

Lesson 10: Personal Narrative

Writing

20M

Primary Focus: Students will draw an illustration of themselves with their best friend, and will write a short story detailing the things they do together.

TEKS 2.12.A

PERSONAL NARRATIVE (20 MIN.)

- Students may work on Activity Page 10.3, as well as the additional independent activities you have planned.

Activity Page 10.3

End Lesson

TEKS 2.12.A Compose literary texts, including personal narratives and poetry.

Placement Overview

MOVING FORWARD WITH UNIT 1 LESSONS

It will likely take some time for you to fully score, record, and analyze assessment data for all students. Unit 1 is deliberately planned as a review of Grade 1 skills with no new Grade 2 skills introduced.

Guidance is provided here for a thorough analysis of the assessment data; **you should complete this analysis for each student well before the end of Unit 1 instruction.** This analysis will inform decisions as to whether students are ready to continue with Grade 2, Unit 2 instruction or whether other instruction is needed to ensure mastery of skills taught at the Grade 1 level. Students may lack these skills for a variety of reasons, including being new to the program, perhaps having used different approaches and/or instructional materials in previous grades, difficulty in thoroughly mastering these skills in spite of having participated in instruction in the program, and so on. Whatever the reason, it is important to identify code knowledge gaps now and address them rather than simply push students ahead through the Grade 2 materials.

MULTI-LEVEL ANALYSIS OF ASSESSMENTS

You will want to conduct an analysis of each student's performance on the various assessments using different "filters" or "lenses." First look at each student's overall performance on these assessments for guidance as to whether a given student has the prerequisite skills needed to profit from Grade 2 instruction with standard pacing. As noted above, Unit 1 of Grade 2 provides a review of all of the short vowel letter-sound correspondences as well the various consonant letter-sound correspondences taught in Grade 1. All students, including those who performed well, will benefit from this review. However, the review is fast-paced. Students with low overall scores and performance on the assessments may need even more instruction of skills taught in Grade 1; recommendations in the Placement and Grouping Guidelines section will address how to accomplish this.

INTERPRETING STUDENT SCORES FOR PLACEMENT

Once you have administered and scored all assessments, enter students' scores on the Placement Planning Sheet located in Teacher Resources. Consideration of these scores is critical in determining what Skills instruction students need and how to group students to facilitate the best delivery of this instruction. Use the **Interpreting Assessment Scores** chart that follows to make a first attempt to assign students in your class to a particular group. You may find, however, that you have students whose scores do not fall neatly into one of the categories on this chart. In these cases, you will need to take a much closer look at each student's performance on the assessments, using the specific analysis charts for **Word Reading Analysis** and **Story Reading Analysis**.

INTERPRETING ASSESSMENT SCORES

Note: The scores on this page should not be confused with the scores provided for the administration of assessments in the Assessment Overview. Each of the scores in this chart represents a degree of mastery on the combined assessments administered. Students scoring in the upper range of words correct may be ready for instruction in the more advanced grouping(e.g., Group 1 instead of 2 or Group 2 instead of 3).

If student scores:	After Grade 2 Unit 1, instruction should start with:	Group
7 or more correct on "Sink or Float"	Grade 2 Unit 2 **This student has OUTSTANDING preparation for Grade 2 Skills.**	1
0–4 correct on "Sink or Float," 6 or more correct on "The Beach," and 100 or more correct on Word Reading Assessment	Grade 2 Unit 2 **This student has STRONG preparation for Grade 2 Skills.**	1
6 or more correct on "The Beach," 6 or more correct on "Prince Vincent," and 80–100 correct on Word Reading Assessment	**This student has ADEQUATE and possibly STRONG preparation for Grade 2 Skills, with good comprehension and decoding of individual words.** Provide targeted small group remediation for the specific letter-sound correspondences missed.	2
0–4 correct on "The Beach," 6 or more correct on "Prince Vincent," and 60–80 correct on Word Reading Assessment	**This student has ADEQUATE and possibly STRONG preparation for Grade 2 Skills, with good comprehension and decoding of individual words.** Provide targeted small group remediation for the specific letter-sound correspondences missed.	1 or 2
5 or more correct on "Prince Vincent," 5 or more correct on "Snacks," and 60 or more correct on Word Reading Assessment	**This student has somewhat ADEQUATE preparation for Grade 2 Skills.** Provide targeted small group remediation for the specific letter-sound correspondences misread on the Word Reading Assessment.	2 or 3
0–4 correct on "Prince Vincent," 5 or more correct on "Snacks," and 60 or more correct on Word Reading Assessment	**This student has somewhat ADEQUATE preparation for Grade 2 Skills.** Provide targeted small group remediation for the specific letter-sound correspondences misread on the Word Reading Assessment.	2 or 3
5 or more correct on "Snacks" and 30 or less correct on Word Reading Assessment	**This student has QUESTIONABLE preparation for Grade 2 Skills.** Provide a comprehensive review of all material from the Grade 2 Unit 1, before starting Grade 2 Unit 2. If Kindergarten and Grade 1 materials are available, another option may be to use those materials before starting Grade 2 Unit 2.	3
0–4 Correct on "Snacks" and 30 or less correct on Word Reading Assessment	**This student has INADEQUATE preparation for Grade 2 Skills.** Provide a comprehensive and intensive review of Grade 1 materials.	Intensive Remediation

TAKING A CLOSER LOOK AT ASSESSMENT PERFORMANCE

Word Reading Assessment Scores

The more words a student is able to read and the farther the student is able to progress in the assessment are indicators of preparation for Grade 2.

There are a total of 120 words included in Lines 1–24 of the Word Reading Assessment. As a general rule of thumb, students who show good performance on the first seventeen lines of the assessment (i.e., 85 words) have **adequate preparation** for Grade 2. Students who struggle with many of the words on these early lines may need to be regrouped to an earlier point in the grade-level materials.

Lines 9–12 consist of twenty Tricky Words taught in prior grades. Tricky Words are words that contain a sound/spelling that doesn't follow the basic code or is unusual enough to have not yet been taught. Students who struggle with these words will need targeted remediation on any words read incorrectly.

Students who are also able to read words on lines 18–24, an additional thirty-five words, may have **strong or outstanding preparation** for Grade 2; these words include many sound/spellings that were not taught in Grade 1, but will be introduced over the course of the year in Grade 2. They may also be ready to read trade books independently.

The Word Reading Assessment lines consist of the following:

- Lines 1–3: CVC words with short vowel spellings.
- Lines 4–6: words made up of short vowel spellings containing common consonant clusters
- Lines 7–8: words made up of short vowel spellings containing common consonant digraphs
- Lines 9–12: Tricky Words
- Lines 13–15: words with vowel digraphs, diphthongs, and r-controlled vowels
- Lines 16–17: words with spelling alternatives for consonant sounds
- Lines 18–20: words with common vowel spelling alternatives for long vowel sounds
- Lines 21–22: words that include /ə/
- Lines 23–24: words with more spelling alternatives for vowel sounds

Story Reading Assessment Scores

Students who answered 4 or fewer questions correctly on "Snacks" have **inadequate preparation** for the Grade 2 sequence of Skills instruction. These students likely have fairly significant skills deficits and will need to be regrouped to an earlier point of instruction in the grade-level materials. Additional information from the Word Reading Assessment should be used to guide placement.

Students who can answer five or more of the questions on "Snacks" and "Prince Vincent" likely have **adequate preparation** for the Grade 2 sequence. Students who cannot do this need remediation and/or to be regrouped to an earlier point in the grade-level materials. Additional information from the Word Reading Assessment should be used to guide placement.

Students who can answer five or more of the questions on "The Beach" likely have **strong preparation** for Grade 2 and may be ready to read trade books.

Students who can answer five or more of the questions on "Sink or Float" have **outstanding preparation** for Grade 2 and are almost certainly ready to read trade books independently. If there are enough students performing at this level, they may be grouped together for Skills so they can move at a faster pace.

Note: Grade 1 teachers were asked to pass forward a summary of results for each student to Grade 2 teachers. A strong performance on the end-of-year Grade 1 assessment is an indication that the student should be ready for Grade 2 instruction, even if his or her performance on this placement assessment is now slightly below his performance at the end of the Grade 1 school year. Some learning loss is expected during the summer months if students have not been encouraged to continue reading.

Analyzing Borderline Scores

Students with borderline scores are the most challenging to place. In particular, you may have some students who are right on the border between being strong enough readers to benefit from the Grade 2 instruction and not having adequate preparation. These might include students who read the first story on the Story Reading Assessment and answered most of the questions correctly but struggled with the second story, or they might include students whose performance was inconsistent on lines 9–17 of the Word Reading Assessment.

It is strongly recommended that you take a closer look at these students' assessment performance using the **Word Reading Analysis and Story Reading Analysis Charts** that follow, keeping the following points in mind:

- In assessing the **Word Reading Assessment**, remember not all poor scores are the same. Five correct out of 15 on a section of this assessment probably indicates a major problem reading the words or spellings in question. Ten correct out of 15, however, might result from the student not knowing a small set of letter-sound correspondences. This sort of problem can often be remediated in supplemental small group sessions, and may not require placing the student at an earlier point in the sequence of instruction.
- In assessing the **Story Reading Assessment**, be aware that some students may have little previous experience with multiple-choice assessments. They may struggle to answer the questions even if they read the story and understood it. You may wish to have borderline students read the story aloud to you and then discuss it with you.

- Remember one possibility is to place the student back at an earlier point in the grade-level materials, but a second possibility is to place them in the Grade 2 material and then provide remediation to correct specific problems. For example, if you can identify the specific letter-sound correspondences causing difficulty, or the specific Tricky Words he or she has not learned, you may be able to provide extra practice sessions while the student participates in Grade 2 instruction.
- If you are considering grouping less-prepared students with stronger students and teaching both groups the Grade 2 sequence, be sure to individualize instruction during small group time to meet all students' needs.
- If you feel you will be unable to provide such additional support sessions, this may be a reason to regroup less-prepared students to an earlier point in the grade-level materials.

WORD READING ANALYSIS CHART: GUIDELINES FOR EVALUATING RESULTS

Lines	Code Knowledge Assessed	Correct	Placement Guidelines
1–3	• CVC words with single-letter spellings (e.g., *cat*, *dog*, *pig*) • Taught in Units 2–5 of Kindergarten	11 or less out of 15	• **NOT READY for Grade 2 Skills** • **Needs Intensive Remediation (Kindergarten Unit 3)**
4–6	• Initial and final consonant clusters (CCVC, CVCC, CCVCC) • Taught in Unit 6 of Kindergarten	11 or less out of 15	• **NOT READY for Grade 2 Skills** • **Needs Intensive Remediation (Kindergarten Unit 6)**
7–8	• Consonant digraphs (e.g., *thin*, *song*) • Double-letter spellings for consonant sounds (e.g., *stuff*, *rock*) • Taught in Units 7 and 8 of Kindergarten	6 or less out of 10	• **NOT READY for Grade 2 Skills** • **Needs Intensive Remediation (Kindergarten Unit 6)**
9 – 12	• 20 high-frequency Tricky Words • Most are introduced in Units 8 and 9 of Kindergarten and again in Units 1–4 of Grade 1	12 or less out of 20	• **If other word reading is adequate, provide targeted remediation from Grade 2 Unit 1 Additional Support activities.**
13 – 15	• Basic code spellings for "long" vowel sounds (like /ae/, /ee/), diphthongs (like /oi/, /ou/), and r-controlled vowels (/er/, /ar/, and /or/), including conventional digraph spellings (*sweet*, *shout*) and split digraphs (*hope*, *bike*) • Taught in Units 2–4 of Grade 1	10 or less out of 15	• **Preparation for Grade 2 is QUESTIONABLE but may be ADEQUATE depending on performance in other sections** • **Provide targeted remediation from Grade 2 or Grade 1 Units 2–4** • **Closely monitor student progress**
16 – 17	• Spelling alternatives for consonant sounds, including 'tch' for /ch/, 'c' for /s/, 'g' for /j/ • Taught in Units 5 and 6 of Grade 1	7 or less out of 10	• **Preparation for Grade 2 is QUESTIONABLE but may be ADEQUATE depending on performance in other sections** • **Provide targeted remediation from Grade 1 Units 5–6** • **Closely monitor student progress during Units 1–3 of Grade 2**
18–20	• Spelling alternatives for the "long" vowel sounds /ae/, /oe/, /ie/, and /ee/ • Taught in Unit 7 of Grade 1	10 or less out of 15	• Preparation for Grade 2 is **ADEQUATE**
		11 or more out of 15	• Preparation for Grade 2 is **STRONG**
21–22	• More spelling alternatives for vowel sounds, including /u/, schwa, /er/, /or/	6 or less out of 10	• Preparation for Grade 2 is **STRONG**
		7 or more out of 10	• Preparation for Grade 2 is **OUTSTANDING**
23–24	• More spelling alternatives for vowel sounds, including alternatives not taught in Grade 1	6 or less out of 10	• Preparation for Grade 2 is **OUTSTANDING**
		7 or more out of 10	• Preparation for Grade 2 is **OUTSTANDING**

STORY READING ANALYSIS CHART: GUIDELINES FOR EVALUATING RESULTS

Story	Length & Difficulty	Code Knowledge Assumed	Correct Answers	Next Steps and Placement Indicated by Assessment Score
1. "Snacks"	About 50 words	• Single-letter spellings for "short" vowel sounds, including 'a' > */a/* (*sat*), 'e' > */e/* (*egg*), 'o' > */o/* (*hot*), 'u' > */u/* (*Bud*), and 'i' > /i/ (*fish*) • Single-letter spellings for 20 consonant sounds, including 'b' > /b/ (*Beth*), 'd' > /d/ (*dog*), and 'f' > /f/ (*figs*) • Double-letter spellings for consonant sounds, including 'ss' > /s/ (*glass*), 'gg' > */g/* (*eggs*), 'll' > /l/ (*Jill*) and 'ck' > /k/ (*snack*) • Digraph spellings for consonant sounds including 'ch' > /ch/ (*chips*), 'sh' > /sh/ (*fish*), and 'th' > /<u>th</u>/ (*the*) • Some Tricky Words first taught in Units 8 and 9 of Kindergarten (e.g., *a*, *of*, and *the*) • Story is made up entirely of one-syllable words	< 5 Poor	Student was unable to make sense of a story comparable to the ones in the Reader for Unit 9 of Kindergarten. Student is **<u>NOT READY</u>** for Grade 2 Skills. Student should ideally be regrouped and start at some point in the first 8 units of Kindergarten. Use Word Reading scores to guide placement.
			5 Borderline	Student most likely understood the story, but there is about a 10% chance of getting a 5 by lucky guessing. Give "Prince Vincent" assessment and use results for placement.
			6 – 8 Adequate–Strong	Student was able to make sense of a story comparable to the ones in the Reader for Unit 9 of Kindergarten. Give "Prince Vincent" assessment and use these results for placement.

2. "Prince Vincent"	About 150 words	• All of the previous plus the following: • Basic code spellings for "long" vowel sounds including 'ee' > /ee/ (*bee*), 'a_e' > /ae/ (*came*), 'o_e' > /oe/ (*rode*), and 'i_e' > /ie/ (*ride*) • Basic code spellings for other vowel sounds, including 'oo' > /<u>oo</u>/ (*foolish*), 'oo' > /oo/ (*look*), 'ou' > /ou/ (*loud*), 'oi' > /oi/ (*voice*) • Basic code spellings for /er/ (*after*), /ar/ (*far*), /or/ (*north*) • Spelling alternatives for consonant sounds, including 'c' > /s/ (*Vincent*) and 'ce' > /s/ (*prince*) • Tricky Words taught in Units 1–6 of Grade 1 (e.g., *once*, *was*, *there*, *from*, *he*, *a*, *said*, *would*, *are*, and *I*) • Past-tense endings with *–ed* as in *looked* • Two-syllable words	< 5 Poor	Student was not able to make sense of a story comparable to the ones in the Reader for Unit 6 of Grade 1. Student is **<u>MAY OR MAY NOT BE READY</u>** for the Grade 2 sequence. Use Word Reading scores for placement.
			5 Borderline	The student most likely understood the story, but there is about a 10% chance of getting a 5 by lucky guessing. If the student also received a borderline score on "Snacks," administer the Word Reading Assessment. If the student had a good score on "Snacks" but borderline on "Prince Vincent," give "The Beach."
			6 – 8 Adequate–Strong	Student was able to make sense of a story comparable to the ones included in the Reader for Unit 6 of Grade 1. Student has **<u>ADEQUATE</u>** preparation for the Grade 2 Skills. You may still want to administer the Word Reading Assessment, if you have time, to pinpoint specific letter-sound correspondences that need to be reinforced.

3. "The Beach"	About 225 words	• All of the previous, plus common spelling alternatives for */ae/* (*Sunday*, *David*, *pain*), */oe/* (*okay*, *elbows*, *toes*, *boat*), */ie/* (*diving*, *brightly*), */ee/* (*Eve*, *sunny*, *beach*) • Two-syllable words	< 5 Adequate	Student was not able to make sense of a story comparable to the ones in the Reader for Unit 7 of Grade 1. However, student has **ADEQUATE** preparation for Grade 2 Skills. Start in Grade 2 Skills, but closely monitor progress for the first three units.
			5 Adequate	The student most likely understood the story, but there is about a 10% chance of getting a 5 by lucky guessing. Give "Sink or Float."
			6 – 8 Strong	Student was able to make sense of a story comparable to the ones in the Reader for Unit 7 of Grade 1. Student has **STRONG** preparation for Grade 2 and *may also be ready to read trade books independently*.
4. "Sink or Float"	About 350 words	• All of the previous, plus unusual and rare spellings not taught in Grade 1. • Two- and three-syllable words	< 5	Student was not able to make sense of this story, which contains some unusual and rare spellings. However, if the student made it this far, he or she has **STRONG** preparation for Grade 2 and *may also be ready to read trade books independently*.
			5	The student most likely understood the story, but there is about a 10% chance of getting a 5 by lucky guessing. However, as noted above, this student has **STRONG** preparation for Grade 2.
			6 – 8	Student was able to make sense of a story that contains some unusual and rare spellings not taught in the Grade 1 curriculum. Student has **OUTSTANDING** preparation for Grade 2 and is *almost certainly ready to read trade books independently*. The Grade 2 curriculum will help the student systematize the code knowledge he or she has learned and build fluency, while also improving writing and spelling ability.

PLACEMENT AND GROUPING GUIDELINES

It is highly recommended that all Grade 2 teachers meet as a grade-level team to examine students' scores across the entire grade level, rather than having each teacher examine only the scores of students in his or her own classroom. Homogeneous grouping for Skills instruction is the most efficient and effective way to differentiate instruction and meet students' needs when teaching phonics skills. Once the grade-level team has examined the scores of all students on these assessments, you may find that it makes sense to regroup some students presently in different classrooms on the basis of their specific decoding skills for purposes of Skills instruction only.

The student scores you have been recording for both assessments will be useful in deciding where students should be placed for Skills instruction. Once students have been placed and grouped, these scores can be shared with other teachers who may be working with students for Skills.

(Skills instruction also includes spelling, grammar, and writing. However, decisions about placement in the materials are based on evaluating students' reading (decoding) and basic comprehension skills.)

Grade 2 teachers should meet as a team after they have completed the Placement Planning Chart (having assigned a group number to each student in their class). Teachers may wish to write each student's name and group number on an index card for ease in grouping students. Using the group numbers, begin sorting students from all classrooms on the basis of their group number, using the following guidelines. These guidelines are intended to provide general grouping guidance. However, teachers may need to deviate from this guidance to ensure that no single teacher has a larger number of students; this is especially important in instances in which a large number of students have been identified in Group 3 and/or as having questionable or inadequate skills

If there is only one classroom teacher per grade level . . .	. . . the teacher should start all students in Groups 1 and 2 with Grade 2, Unit 2, providing individualized remediation in small groups using Pausing Point activities and/or the Additional Support Activities in Grade 1 Unit 1. Group 3 needs intensive intervention outside the regular classroom and should not start with Grade 2, Unit 2.
If there are two classroom teachers per grade level . . .	. . . one teacher provides Skills instruction to all Group 1 and 2 students, starting with Grade 2, Unit 2, while the other teacher provides Skills instruction to all Group 3 students, using Additional Support Activities from Grade 2 Unit 1. **OR** . . . one teacher provides Skills instruction to all Group 1 students, starting with Grade 2, Unit 2; the other teacher should provide Skills instruction to all Group 2 students, starting with Grade 2, Unit 2; and all Group 3 students, who need intensive intervention outside the regular classroom, would not start with Grade 2, Unit 2 but rather be provided the needed intervention.
If there are three classroom teachers per grade level . . .	. . . one teacher provides Skills instruction to all Group 1 students, starting with Grade 2, Unit 2; another teacher provides Skills instruction to all Group 2 students, starting with Grade 2, Unit 2; and the third teacher provides Skills instruction to all Group 3 students, who need intensive intervention, using Additional Support from Grade 2 Unit 1 or if materials from Grade 1, if available.
If there are four classroom teachers per grade level...	. . . one teacher provides Skills instruction to all Group 1 students, starting with Grade 2, Unit 2; another teacher provides Skills instruction to the higher-level Group 2 students, starting with Grade 2, Unit 2; a third teacher provides Skills instruction to the lower-level Group 2 students, starting with Grade 2, Unit 2; and the fourth teacher provides Skills instruction to all Group 3 students, who need intensive intervention, using Additional Support activities from Grade 2 Unit 1 or Grade 1 materials, if available.

PLACEMENT FOR KNOWLEDGE

The Skills placement assessments do not provide a basis for regrouping students during the Knowledge period. In fact, all students should participate in the Knowledge sessions on grade level, regardless of their decoding skills. Limited decoding skills will not prevent the student from learning from the read-alouds, discussions, and activities in Knowledge. In fact, the focus on oral language in the Knowledge periods may provide struggling decoders with an opportunity to shine.

LESSON

11

REVIEW

Tricky Words and Spelling Alternatives

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and pronounce the Tricky Words *the*, *he*, *she*, *we*, *be*, and *me*. TEKS 2.2.B.vii

Students will review the double consonant sound/spellings /b/ > 'bb', /k/ > 'cc', /k/ > 'ck', /g/ > 'gg', /f/ > 'ff', and /l/ > 'll'. TEKS 2.2.B

Reading

Students will read "The Hot Dog" aloud with purpose and understanding; will practice reading with accuracy, appropriate rate, and expression; and will answer oral literal and inferential questions about key details in the text.

TEKS 2.4; TEKS 2.6.C; TEKS 2.6.G

Language (Spelling)

Students will segment, blend, and spell a variety of one- and two-syllable short vowel words, and the Tricky Word *she*. TEKS 2.2.C.iv

FORMATIVE ASSESSMENT

Observation **Anecdotal Reading Record** "The Hot Dog"
TEKS 2.4

Observation **Discussion Questions** "The Hot Dog"
TEKS 2.6.A; TEKS 2.6.G

TEKS 2.2.B.vii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge; **TEKS 2.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.2.C.iv** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Tricky Words: *The, He, She, We, Be, Me* (Word Recognition)	Whole Group	10 min.	❑ marker ❑ yellow index cards for words *the*, *he*, *she*, *we*, *be*, *me*
Review Double-Letter Spellings (Phonics)	Whole Group	15 min.	❑ Consonant Code Flip Book ❑ Spelling Cards for 'bb' > /b/ (*rubbing*), 'cc' > /k/ (*hiccup*), 'ck' > /k/ (*black*), 'dd' > /d/ (*add*), 'ff' > /f/ (*stuff*), 'gg' > /g/ (*egg*), 'll' > /l/ (*bell*) ❑ Individual Code Chart ❑ red markers
Reading			
Introduce the Reader and Story	Whole Group	10 min.	❑ *The Cat Bandit*
Read "The Hot Dog"	Partner	10 min.	
Language (Spelling)			
Introduce Spelling Words	Whole Group	15 min.	❑ Activity Page 11.1
Take-Home Material			
Spelling Words; Family Letter			❑ Activity Pages 11.1, 11.2

ADVANCE PREPARATION

Foundational Skills

- Write the following Tricky Words on yellow index cards, one per card: *the*, *he*, *she*, *we*, *be*, *me*. If space allows, allocate wall space somewhere in your classroom to start a Tricky Word Wall where you will display these Tricky Word cards.
- Prepare to display the Consonant Code Flip Book within view of all students; also have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and red markers readily available.

Reading

- At the start of the week, study the completed Anecdotal Reading Record and make a copy of the blank Anecdotal Reading Record provided in Teacher Resources. Over the course of the week, be sure to listen to each student read at least once and note student performance in the Anecdotal Reading Record.
- Plan to assign student pairs for partner reading.

Universal Access

- Prepare word cards to use in an optional pantomime support activity with the words *sprang, munch, drift*.

Lesson 11: Tricky Words and Spelling Alternatives

Foundational Skills

25M

Primary Focus

Students will read and pronounce the Tricky Words *the*, *he*, *she*, *we*, *be*, *me*.

TEKS 2.2.B.vii

Students will review the double consonant sound/spellings /b/ > 'bb', /k/ > 'cc', /k/ > 'ck', /g/ > 'gg', /f/ > 'ff', and /l/ > 'll'. TEKS 2.2.B

TRICKY WORDS : THE, HE, SHE, WE, BE, ME (10 MIN.) TEKS 2.2.B.vii

Tricky Word Review

- Remind students that most English words play by the rules, meaning they are pronounced and spelled as we would expect. There are a few words that do not play by the rules, including some very common and important ones. Words that do not play by the rules (i.e., words not pronounced and spelled as expected) are called "Tricky Words."

Note: The following Tricky Words may be familiar to students as they were taught in Kindergarten and Grade 1 as Tricky Words. Furthermore, students who finished Unit 6 for Grade 1 may already know 'e' as a spelling alternative for /ee/.

Tricky Word: *The*

- Using the Tricky Word cards you prepared in advance, hold up the card for *the*, read the word, and use it aloud in a sentence. Remind students that the yellow color of the car signals that students should proceed with caution when reading a word because one or more parts are tricky.
- Discuss which part of the word is read just as one would expect and which part is tricky.
  - **Expected:** the letters 'th' are pronounced /th/. **Tricky:** the letter 'e' is pronounced as a /ə/ or as /ee/.

TEKS 2.2.B.vii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge.

Tricky Word: *He*

- Hold up the card for *he*, read the word, and use it aloud in a sentence.
- Discuss which part of the word *he* is read just as one would expect and which part is tricky.
  - **Expected:** the letter 'h' is pronounced /h/. **Tricky:** the letter 'e' is pronounced /ee/ instead of /e/.

Tricky Words: *She*, *We*, *Be*, *Me*

- Repeat these steps for the Tricky Words *she*, *we*, *be*, and *me*, explaining that the first spelling in each word is read just as one would expect and the second spelling is tricky in the same way in all of the words.
  - **Tricky:** the letter 'e' is pronounced /ee/ rather than /e/.
- After going over the Tricky Words, complete a quick flash card review. You do not need to discuss which parts are tricky; simply ask students to read the word.
- If space allows, place the words on the area of the wall that you have chosen to designate as the Tricky Word Wall so they are readily available for students to reference. It is recommended that you sequence the cards in alphabetical order. As new words are added in subsequent lessons and units, you will need to rearrange the cards to maintain the alphabetical listing.

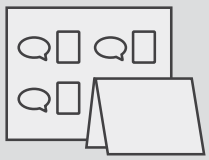
REVIEW DOUBLE-LETTER SPELLINGS (15 MIN.)

- Tell students they will review spellings that involve two of the same letters sitting side by side to stand for one consonant sound.
- Remind students the consonant sounds will always be written in red on the Spelling Cards.
- Today's letter-sound correspondences can be found on these pages of the Consonant Code Flip Book.

Consonant Code Flip Book

1. 'bb' > /b/ (*rubbing*) **page 2**
2. 'dd' > /d/ (*add*) **page 4**
3. 'cc' > /k/ (*hiccup*) **page 5**
4. 'ck' > /k/ *(black)* **page 5**
5. 'gg' > /g/ (*egg*) **page 6**
6. 'ff' > /f/ (*stuff*) **page 9**
7. 'll' > /l/ (*bell*) **page 19**

Code Materials



ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Explain that the English double letter spelling 'll' makes the /l/ sound.

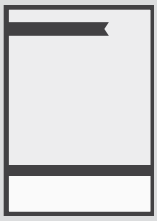
ELPS 4.C; ELPS 5.A

- Using the same procedure as in earlier lessons, review the letter-sound correspondences listed in the box above. Prior to introducing a new spelling for a sound, be sure to point out any previously taught spellings. For example, before teaching the spelling 'bb' for /b/, remind students they have already learned /b/ is spelled most frequently as 'b'.
- Distribute the red markers.
- Ask students to outline the cards and the letter spellings in their Individual Code Charts; today's letter-sound correspondences can be found on these pages of the Individual Code Chart.

Individual Code Chart	
1. 'bb' > /b/ (*rubbing*) **page 1**	5. 'gg' > /g/ (*egg*) **page 2**
2. 'dd' > /d/ (*add*) **page 1**	6. 'ff' > /f/ (*stuff*) **page 3**
3. 'cc' > /k/ (*hiccup*) **page 2**	7. 'll' > /l/ (*bell*) **page 5**
4. 'ck' > /k/ (*black*) **page 2**	

- Also remember to discuss the power bar for each spelling.
- Point out the double-letter spellings are generally used at the end of words and in the middle of longer words, but are rarely found at the beginning of words.

Reader



Page 2

Support

If students struggle in sounding out *bandit*, cover the second syllable with finger (*dit*), asking them to read just the first syllable (*ban*). Then cover the first syllable (*ban*), asking them to read the second syllable (*dit*). Reveal the entire word, asking them to blend and read both syllables. See Appendix C for more help.

Lesson 11: "The Hot Dog"

Reading

20M

Primary Focus: Students will read "The Hot Dog" aloud with purpose and understanding;, will practice reading with accuracy, appropriate rate, and expression; and will answer oral literal and inferential questions about key details in the text. **TEKS 2.4; TEKS 2.6.C; TEKS 2.6.G**

INTRODUCE THE READER AND STORY (10 MIN.)

- Explain that today students will read in their new Reader, *The Cat Bandit*.
- Discuss the title of the Reader. Write the word *bandit* on the board. Ask students to read the word *bandit* by sounding out each syllable, blending them together, and reading the word aloud.

TEKS 2.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.6.G** Evaluate details read to determine key ideas.

- Tell students bandits are people who take things that do not belong to them. A synonym for *bandit* is *robber*.
- Have students turn to the table of contents. Explain the purpose of a table of contents.
  - The table of contents tells the reader the names of each chapter and the page on which each chapter begins.
- Looking at the table of contents, ask students the title of the first story in the Reader. Then ask students on which page "The Hot Dog" begins, telling them they will read this story today. *(page 2)*
- Remind students that stories are made up of sentences, and sentences end with some type of punctuation.
- Tell students in "The Hot Dog," there are sentences ending in periods and there are sentences ending in exclamation points. Write an exclamation point on the board and review this punctuation, which indicates the sentence should be read with excitement.
- Write the sentence *Get up*. on the board and read it aloud. Then switch the period to an exclamation point. Read "Get up!" with excitement, modeling for students how the exclamation point changes the tone of a sentence.

Preview Core Vocabulary

- Preview the following core vocabulary words with students by either writing each word on the board or calling students' attention to the word on the page where it is used in the Reader. Orally discuss the definition. Note that the definitions provided here are not written in decodable text, so do not display the definitions in writing. Allow students to ask questions to clarify the meaning of the words, as necessary.

den—n., a comfortable, cozy room used for reading, watching TV, and other enjoyable activities (2)
Example: They laid on the couch and watched TV in the den.

drifted—v., carried away by wind or water (2)
Example: The boat drifted slowly down the river.

sprang—v., jumped up (4)
Example: I sprang up from the floor when I heard the phone ring.

Vocabulary Chart for "The Hot Dog"			
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary		drifted sprang	
Multiple-Meaning Core Vocabulary Words			den
Sayings and Phrases			

Purpose for Reading

- Ask students to predict what the Reader might be about based on the title.
- Tell students they should read carefully to find out if their predictions are correct.

READ "THE HOT DOG" (10 MIN.)

Note: Before having students read, review that when partner reading, students should take turns reading the text. Depending on your students, this may be taking turns reading one page at a time, or taking turns reading one sentence at a time.

- Have students read "The Hot Dog" with their partners to find out if their predictions are correct.
- Rotate throughout the room, listening to different pairs of students read aloud. When listening to students read, check for understanding and correct use of end punctuation, specifically the exclamation point.

Support

If some student pairs finish early, they can illustrate one of the following words or phrase from the text: *den, bandit*, *bench*, *landed on the shelf*.

Observation: Anecdotal Reading Record

As you listen to students read "The Hot Dog," make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

- Discuss the comprehension questions as a class when all students finish the story. If students have difficulty answering the questions, reread parts of "The Hot Dog" with them. Remind students to answer in complete sentences by asking them to include the question stem in their answer.

Discussion Questions for "The Hot Dog"

1. **Literal.** There are two characters in this story: who are they?
   - » Mom and the cat are two characters in the story.
2. **Literal.** Where did Mom leave her hot dog?
   - » Mom left her hot dog on a shelf in the den.
3. **Literal.** How did the cat bandit know there was a hot dog in the den?
   - » The cat bandit could smell the hot dog.
4. **Literal.** How did the cat bandit get to the hot dog?
   - » The cat bandit got up on the bench, sprang onto the TV, then, with a big jump, landed on the shelf.
5. **Inferential.** What happened after the cat bandit landed on the shelf?
   - » After the cat bandit landed on the shelf, he ate the hot dog.

Observation: Discussion Questions

Call on a different student to answer each question. Note students' names and performance in the Discussion Questions Observation Record, using the codes provided.

ENGLISH LANGUAGE LEARNERS

Reading

Reading/Viewing Closely

Beginning
Ask students: "Will Mom know the cat ate her hot dog?"

Intermediate
Have students answer using the sentence stem: "Mom may think _____ because . . ."

Advanced/Advanced High
Have students use the two-part sentence stem: "Mom may think _____ because . . . She may also feel _____ because . . ."

ELPS 4.G

Lesson 11: Spelling

Language

15M

Primary Focus: Students will segment, blend, and spell a variety of one- and two-syllable short vowel words, and the Tricky Word *she*. TEKS 2.2.C.iv

INTRODUCE SPELLING WORDS (15 MIN.)

Activity Page 11.1

- Explain that starting this week, students will have a list of spelling words to practice and learn.
- Tell students the spelling words only use spellings they know, so they can segment and blend each word.
- Explain there is also one Tricky Word each week. Remind students that Tricky Words are words that do not follow the rules, so their spellings must be memorized.
- Have students turn to Activity Page 11.1. Explain that this is a list of the spelling words they will practice for the week.
- Read and write each spelling word and have students repeat the word after you.
- Ask students to use each word in a sentence, making sure to explain the meaning of any words they do not know.
- The words for the week are here:

1. bandit	6. think
2. shelf	7. wish
3. sprang	8. drift
4. munch	9. box
5. picnic	**Tricky Word:** she

ENGLISH LANGUAGE LEARNERS

Language

Using Verbs and Verb Phrases

Show students the word cards you prepared in advance for *sprang*, *munch*, and *drift*. Define each word. Then have students help write each word in a sentence on the board. Read each sentence aloud and have students pantomime (act out) the verb when you read it in context.

ELPS 5.B

TEKS 2.2.C.iv Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

Check for Understanding

Read the list of words again and encourage students to pay close attention to the vowel sounds in each of the words (Tricky Word excluded). Have students turn to a partner and decide if the vowels are all long or short vowels. Have pairs share their answer with the class. Note students who are unsure or who incorrectly identify the type of vowels and consider meeting with them to practice distinguishing between long and short vowels. Reinforce the identification of the vowels in this week's non-Tricky Words as short.

End Lesson

Take-Home Material

SPELLING WORDS; FAMILY LETTER

- Have students take home Activity Pages 11.1 and 11.2 to share with a family member.

Activity Pages 11.1, 11.2

Lesson 11: Foundational Skills Remediation

Additional Support

DECODABLE WORDS, SENTENCES, AND PHRASES

- Use the following lists of words, sentences, and phrases to extend your lessons.

Decodable Words

1. sing	7. such	13. thing	19. ship
2. bring	8. than	14. this	20. chop
3. long	9. that	15. wish	21. king
4. much	10. spring	16. with	22. chimp
5. rash	11. them	17. chip	23. ring
6. song	12. then	18. brush	24. thud

Sentences and Phrases

1. this and that
2. the thin chimp
3. bug ship
4. long song
5. this tall
6. Crush the can.
7. us and them
8. fresh fish
9. Chop that log.
10. Ring them up.

WIGGLE CARDS

- Wiggle Cards are phrases or words describing a motion or activity students can act out. Prior to the lesson, write each word or phrase on an index card or sentence strip. You may want to designate a box or container to hold the cards. Wiggle Cards are invaluable to use at any point during the day, not just during reading, but whenever you feel students need a transition activity to refocus attention. Show students the Wiggle Card, have them read it, and let them perform the action.

1. fist bump
2. Sing the song.
3. Hush.
4. Bang the drum.

MORE HELP WITH TRICKY WORDS

- Refer to the words on the Tricky Word Wall or write the Tricky Words *the*, *he*, *she*, *we*, *be*, *me* on the **board/chart paper** and ask students how they would pronounce each word. (The most logical pronunciation, at this point, would be the code that has been taught.) For example, the expected pronunciation for *was* is /w/ /a/ /s/.
- Review why each word is tricky. For example, the word *was* has a decodable initial sound spelling: 'w' is pronounced /w/. However, the rest of the word is tricky because 'as' is pronounced /u/ /z/.
- Tell students that when reading a Tricky Word (or tricky part of a word), they simply have to remember the word and how to pronounce it. The letters don't follow the usual sound/spelling correspondence patterns that have been taught.

- Use each Tricky Word aloud in a sentence. Call on students to come up and point to the correct Tricky Word when they hear it in the sentence you say aloud.

MORE HELP WITH THIS WEEK'S SPELLING WORDS

Moon Shot

- Copy one provided **game board (Activity Page TR 11.1)** for each pair of students.
- Create three sets of cards for each pair of students using the templates:
  - **Word Cards** using this week's spelling words **(Activity Page TR 11.2)**
  - **Good to Go Cards (Activity Page TR 11.3)**
  - **Problem Cards (Activity Page TR 11.4)**
- Provide some **small tokens** as playing pieces.
- Students take turns drawing word cards. If a student reads the word correctly, then he or she can draw a Good to Go card and follow the directions on the card. If a student does not read the word correctly, then he/she will draw a card from the Problem pile and follow the directions on that card.
- The first student to make it to the "moon" is the winner.

LESSON

12

REVIEW

Tricky Words and Spelling Alternatives

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read and pronounce the Tricky Words *was*, *of*, and *a*. TEKS 2.2.B.vii

Students will blend one- and two-syllable words with double consonant letter-sound correspondences /m/ > 'mm', /n/ > 'nn' >, /p/ > 'pp', /r/ > 'rr', /s/ > 'ss', /t/ > 'tt', and /z/ > 'zz'. TEKS 2.2.B.v

Language (Grammar)

Students will edit incorrectly written sentences to review capitalization of the first word in a sentence and the proper use of a question mark at the end of an interrogative sentence. TEKS 2.11.D; TEKS 2.11.D.x

Reading

Students will read "The Chicken Nugget" as a class with purpose and understanding; will practice reading aloud with accuracy, appropriate rate, and expression; and will answer oral literal, inferential, and evaluative questions about key details in the text. TEKS 2.4; TEKS 2.6.C; TEKS 2.6.G

Students will organize key events from "The Chicken Nugget" in sequential order, referring to the text and illustrations, to show their understanding of story structure and comprehension of the story. TEKS 2.7.D

FORMATIVE ASSESSMENT

Observation	**Anecdotal Reading Record** "The Chicken Nugget" TEKS 2.4
Observation	**Discussion Questions** "The Chicken Nugget" TEKS 2.6.G
Activity Page 12.2	**Sequence Events** "The Chicken Nugget" TEKS 2.7.D

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Tricky Words: *Was*, *Of*, *A* (Word Recognition)	Whole Group	10 min.	❑ marker ❑ yellow index cards for the words *was*, *of*, *a*
Review Double-Letter Spellings (Phonics)	Whole Group	15 min.	❑ Consonant Code Flip Book ❑ Spelling Cards for 'mm' > /m/ (*swimming*), 'nn' > /n/ (*running*), 'pp' > /p/ (*napping*), 'rr' > /r/ (*ferret*), 'ss' > /s/ (*dress*), 'tt' > /t/ (*sitting*), 'zz' > /z/ (*buzz*) ❑ tape ❑ Individual Code Chart ❑ red markers
Language (Grammar)			
Sentence Capitalization and Punctuation	Whole Group	5 min.	❑ whiteboards or slips of paper for partners
Reading			
Introduce the Story	Whole Group	10 min.	❑ *The Cat Bandit* ❑ Activity Pages 12.1, 12.2 ❑ scissors ❑ glue
Read "The Chicken Nugget"	Whole Group	10 min.	
Sequence Story Events	Whole Group/ Independent	10 min.	
Take-Home Material			
Tricky Words Practice			❑ Activity Page 12.3

TEKS 2.2.B Demonstrate and apply phonetic knowledge by (vii) identifying and reading high-frequency words from a research-based list; (v) spelling words using knowledge of syllable division patterns, including words with double consonants; **TEKS 2.11.D** Edit drafts using standard English conventions; (x) including end punctuation, apostrophes in contractions, and commas with items in a series and in dates; **TEKS 2.4** The student reads grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

ADVANCE PREPARATION

Foundational Skills

- Write the following Tricky Words on yellow index cards, one word per card: *was*, *of*, *a.*
- Prepare to display the Consonant Code Flip Book within view of all students; also have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and red markers readily available.

Language

Digital Component 12.1

- Copy the sentences for the Sentence Capitalization and Punctuation activity (Digital Component 12.1) on to the board/chart paper or prepare to display the digital version.

Reading

- Today you will listen to students read "The Chicken Nugget" as a class. Decide in advance how you will select students to read the story. Refer to your sequenced list of students to listen to them read aloud each day so you have opportunity to observe their oral reading. Do not, however, read the story as a choral read. You want to use this opportunity to hear students decode words on their own. In the next lesson, students will read "The Chicken Nugget" in small groups. Students needing more support will read the story with you in one group, while more independent students will partner read on their own. As always, you will want to pay close attention to students reading today in order to divide students into two groups in the next lesson.

Digital Component 12.2

- Create a blank version of the Cat Bandit chart in Introduce the Story (Digital Component 12.2) or prepare to display the digital version to document story events and the cat bandit's clever ways. This will serve as a visual reminder of the cat bandit's adventures. In addition, *The Cat Bandit* Reader also has onomatopoeia in each story that you will identify with students. Onomatopoeia are words that name a sound by trying to mimic the actual sound. For example, in the sentence *The cow moos and the pig oinks.*, *moo* and *oink* sound like the actual animal sounds and are therefore onomatopoeia words. See Teacher Resources for a completed Sample Cat Bandit Chart.

Digital Component 12.3

- Create an enlarged version of Activity Page 12.1 (Digital Component 12.3) to display for Sequence Story Events, or use the digital version.

Universal Access

- Bring in a picture a ferret for Review Double Letter Spellings.
- Gather images to show examples of two meanings of the word *nugget* for Preview Core Vocabulary: a small, bite-sized piece of food and a lump of gold.

Lesson 12: Tricky Words and Spelling Alternatives

Foundational Skills

25M

Primary Focus

Students will read and pronounce the Tricky Words *was*, *of*, and *a*. **TEKS 2.2.B.vii**

Students will blend one- and two-syllable words with double consonant letter-sound correspondences /m/ > 'mm', /n/ > 'nn' >, /p/ > 'pp', /r/ > 'rr', /s/ > 'ss', /t/ > 'tt', and /z/ > 'zz'. **TEKS 2.2.B.v**

TRICKY WORDS: WAS, OF, A (10 MIN.)

Tricky Word: *Was*

- Using the Tricky Word cards you prepared in advance, hold up the card for *was*, read the word, and use it aloud in a sentence.
- Discuss which parts of the word are read just as one would expect and which parts are tricky.
  - **Expected:** the letter 'w' is pronounced /w/ and the letter 's' is pronounced /z/. **Tricky:** the letter 'a' is pronounced /u/.

Tricky Word: *Of*

- Hold up the card for *of*, read the word, and use it aloud in a sentence.
- Discuss how the word is tricky.
  - **Tricky:** the letter 'o' is pronounced /u/ and the letter 'f' is pronounced /v/.

Tricky Word: *A*

- Hold up the card for *a* and ask students to read the word and use it aloud in a sentence.
- Discuss how the word is tricky.
  - **Tricky:** the letter 'a' is pronounced like /u/.

TEKS 2.2.B Demonstrate and apply phonetic knowledge by (vii) identifying and reading high-frequency words from a research-based list; (v) spelling words using knowledge of syllable division patterns, including words with double consonants.

- After going over the Tricky Words, add them to the Tricky Word Wall and do a quick review, pointing to different cards on the wall; include the cards from the previous lesson. You do not need to discuss which parts are tricky; simply ask students to read the word.

REVIEW DOUBLE-LETTER SPELLINGS (15 MIN.)

- Tell students they will review spellings that involve two of the same letters sitting side by side to stand for one consonant sound.
- Today's letter-sound correspondences can be found on these pages of the Consonant Code Flip Book.

Consonant Code Flip Book

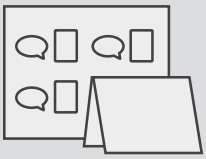
1. 'pp' > /p/ *(napping)* **page 1**
2. 'tt' > /t/ (*sitting*) **page 3**
3. 'ss' > /s/ (*dress*) **page 11**
4. 'zz' > /z/ *(buzz)* **page 12**
5. 'mm' > /m/ (*swimming*) **page 15**
6. 'nn' > /n/ (*running*) **page 16**
7. 'rr' > /r/ (*ferret*) **page 18**

- Using the same procedure as in earlier lessons, review the letter-sound correspondences listed in the previous box. Prior to introducing a new spelling for a sound, be sure to point out any previously taught spellings. For example, before teaching the spelling 'pp' for /p/, remind students they have already learned /p/ is spelled most frequently as 'p'.
- Distribute the red markers.
- Remind students that consonant sounds will always be written in red on the Spelling Cards.
- Ask students to outline the cards and the letter spellings in their Individual Code Charts; today's letter-sound correspondences can be found on these pages of the Individual Code Chart.

Individual Code Chart

1. 'pp' > /p/ *(napping)* **page 1**
2. 'tt' > /t/ (*sitting*) **page 1**
3. 'ss' > /s/ (*dress*) **page 3**
4. 'zz' > /z/ *(buzz)* **page 3**
5. 'mm' > /m/ (*swimming*) **page 4**
6. 'nn' > /n/ (*running*) **page 4**
7. 'rr' > /r/ (*ferret*) **page 5**

Code Materials



ENGLISH LANGUAGE LEARNERS

Reading

Using Foundational Literacy Skills

Accurate pronunciation aids correct sound-spelling. Listen carefully to students' articulation of the double consonants in *dress* and *buzz*. Mispronunciation of 'ss' > /s/ and 'zz' > /z/ may occur due to identical mouth position when saying these sounds. The mouth is partially open with lips pulled back at the corners and teeth barely touching. Encourage students to touch their throat to feel the vibration of the voiced 'zz' > /z/ in the vocal chords. Have students say *dress* and realize there is no vibration, as 'ss' > /s/ is unvoiced.

ELPS 4.C

- Discuss the power bar for each spelling.
- Point out that double-letter spellings are generally used at the end of words and in the middle of longer words, but are rarely found at the beginning of words.

Lesson 12: Grammar

Language

5M

Primary Focus: Students will edit incorrectly written sentences to review capitalization of the first word in a sentence and the proper use of a question mark at the end of an interrogative sentence. **TEKS 2.11.D; TEKS 2.11.D.x**

SENTENCE CAPITALIZATION AND PUNCTUATION

- Remind students that in the previous lesson they read "The Hot Dog" and paid careful attention to a certain punctuation mark. Ask students if they remember the type of punctuation mark and what it tells the reader to do. (*exclamation point; read with excitement*)
- Tell students that there is a special punctuation mark that we put at the end of sentences that ask questions. Ask students if they know the name of this type of ending punctuation mark. (*question mark*)
- Also review with students beginning capitalization; remind students that the first letter of the first word in a sentence is capitalized.
- Referring to the sentences you prepared in advance, read the sentence aloud as a class. Ask a student to come to the board to write the correct capitalization and ending punctuation. Discuss the reason for the changes.

Digital Component 12.1

1. did Mom have a hot dog
2. such a smell
3. the smell drifted

TEKS 2.11.D Edit drafts using standard English conventions; (x) including end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

Check for Understanding

Ask students to work with a partner and write their own question on a whiteboard or piece of paper. Explain you are looking for a complete thought that has the correct capitalization and punctuation (question mark). Walk around as students work and take note of students who are struggling to properly capitalize the first word and use a question mark. Create additional practice opportunities for students who haven't mastered this skill.

Lesson 12: "The Chicken Nugget"

Reading

30M

Primary Focus

Students will read "The Chicken Nugget" as a class with purpose and understanding; will practice reading aloud with accuracy, appropriate rate, and expression; and will answer oral literal, inferential, and evaluative questions about key details in the text. **TEKS 2.4; TEKS 2.6.C; TEKS 2.6.G**

Students will organize key events from "The Chicken Nugget" in sequential order, referring to the text and illustrations, to show their understanding of story structure and comprehension of the story. **TEKS 2.7.D**

INTRODUCE THE STORY (10 MIN.)

- Display the Cat Bandit chart you prepared in advance or display the digital version. Explain that together you will record information about the cat bandit's adventures on the chart.

Reader

Page 6

TEKS 2.4 The student reads grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order.

- Review the previous story by discussing and adding the following to the chart:

Digital Component 12.2

Cat Bandit Chart				
Story Title	**Food the Cat Bandit Stole**	**Where the Food Was**	**How He Got the Food**	**Sound Words**
"The Hot Dog"	hot dog	den	jumped on the shelf	sniff munch

- Ask students to turn to the table of contents and locate the story that comes after "The Hot Dog." Ask students to tell you the page number on which "The Chicken Nugget" starts. *(page 6)*
- Remind students that in the previous lesson they paid attention to a special punctuation mark. Remind students that an exclamation point tells the reader to read with excitement.
- Tell students to once again watch for the exclamation point in the story and remember to read those sentences with excitement.

Preview Core Vocabulary

- Preview the following core vocabulary word with students by either writing the word on the board or calling students' attention to the word on the page where it is used in the Reader. Allow students to ask questions to clarify the meaning of this word, as necessary.

nugget—n., a small, bite-sized piece of food (6)
Example: He found a nugget of chocolate in his ice cream.

Support

Using the pictures you brought in, explain that the word *nugget* can also describe a lump of something, such as gold, or a *nugget* of wisdom, which is a small piece of good advice.

Vocabulary Chart for "The Chicken Nugget"			
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary			
Multiple-Meaning Core Vocabulary Words		nugget	
Sayings and Phrases			

Purpose for Reading

- Based on the title of today's story, "The Chicken Nugget," and what happened in "The Hot Dog," ask students to make a prediction about what will happen in the story.
- Tell students they should read the story carefully to see if their predictions are correct.

READ "THE CHICKEN NUGGET" (10 MIN.)

- Have students read "The Chicken Nugget" as a class, with individual students reading aloud.

Observation: Anecdotal Reading Record

As you listen to students read "The Chicken Nugget," make notes regarding their individual reading ability in the Anecdotal Reading Record.

Challenge

To strengthen the connection between the word *sniff* and the sound it represents, replace *sniff* with the sound whenever it occurs in the text. Reread the story this way and ask students how reading this way differs from the first way they read the story.

Challenge

Ask students to reread "The Hot Dog" and "The Chicken Nugget" and list similarities and differences between the two texts written about the same character. Remind students to read carefully as they focus on the *what* and the *why* of the cat's actions in each story. Students may organize their work in a familiar graphic organizer such as a T-chart or Venn diagram.

ENGLISH LANGUAGE LEARNERS

Reading

Understanding Cohesion

Use the following to scaffold discussion question 5.

Beginning
Ask students to fill in the blanks as follows: "First, he got some _____. Next, he set them by the _____. Then, he ran up the boxes."

Intermediate
Ask students to sequence events using the following sentence starters: "First, . . . Next, . . . Then, . . ."

Advanced/Advanced High
Ask students to sequence events in the story with minimal support.

ELPS 4.G

Wrap-Up

- When you are finished reading the story, discuss the comprehension questions with students. Remember to encourage students to answer in complete sentences incorporating the question stem.

Discussion Questions for "The Chicken Nugget"

1. **Inferential.** The cat bandit was napping in the den; what does this mean he was doing?
   - » The cat bandit was sleeping.
2. **Literal.** Where did Hank set his dish?
   - » Hank set his dish in the sink.
3. **Literal.** What was on the dish?
   - » The big chicken nugget was on the dish.
4. **Inferential.** Why did the cat bandit stop napping?
   - » He smelled the chicken nugget.
5. **Literal.** How did the cat bandit reach the chicken nugget?
   - » First, he got some boxes. Next, he set them next to each other by the sink. Then, he ran up the boxes.
6. **Evaluative.** What does the cat bandit do in this story that a real cat would not be likely to do?
   - » He moved boxes and arranged them like steps so he could reach the sink.

Observation: Discussion Questions

Call on a different student to answer each question. Note students' names and performance in the Discussion Questions Observation Record, using the codes provided.

SEQUENCE STORY EVENTS (10 MIN.)

- Ask students to turn to Activity Page 12.1 while you display the digital version.

Digital Component 12.3

- Explain that students will first number and then cut out each sentence from Activity Page 12.1 so they can put the strips in the order in which they occurred in the story.
- Have students find the first sentence from "The Chicken Nugget" on the activity page. (*Hank set his dish in the sink*.)
- Have students write a number '1' by the first sentence, *Hank set his dish in the sink*.
- Tell students to find the sentence that came next in the story and write a number '2' beside it. Encourage them to look back in the Reader to find the answer.
- Tell students to number the rest of the sentences in the correct order.
- Once they have finished, they may cut out the sentences and glue them to the correct spot on Activity Page 12.2.
- If there are students who finish before others, have them choose a sentence to illustrate on the back of Activity Page 12.2.

Support

Pull a small group of students in need of further sequencing assistance and complete the task together utilizing the scaffolding suggestions used earlier for discussion question 5.

Activity Pages 12.1, 12.2

Activity Page 12.2: Sequence Events

Collect and review Activity Page 12.2. Students who did not correctly sequence events may benefit from rereading the text and orally sequencing the events for you.

End Lesson

Take-Home Material

TRICKY WORDS PRACTICE

- Have students take home Activity Page 12.3 to complete.

Activity Page 12.3

Lesson 12: Foundational Skills Remediation

Additional Support

DECODABLE WORDS, SENTENCES, AND PHRASES

- Use the following lists of words, sentences, and phrases to extend your lessons.

Decodable Words

1. add
2. back
3. black
4. off
5. pick
6. shall
7. spell
8. still
9. tell

Sentences and Phrases

1. truck stop
2. a bad smell
3. thick and thin
4. rocket ship
5. stuck in traffic
6. sick in bed
7. Stick with it!

WIGGLE CARDS

- Wiggle Cards are phrases or words describing a motion or activity students can act out. Prior to the lesson, write each word or phrase on an index card or sentence strip. Show students the Wiggle Card, have them read it, and let them perform the action.

1. Stand still.
2. Act sluggish.
3. Unpack a bag.

MORE HELP WITH DOUBLE-LETTER SPELLINGS

Consonant Sounds

- Show students **Spelling Cards** for /s/ > 'ss', and /z/ > 'zz' in the **Consonant Code Flip Book**. Have students say the sound as you show them each Spelling Card.

Consonant Code Flip Book	
1. 'ss' > /s/ (*dress*) **page 11**	2. zz' > /z/ *(buzz)* **page 12**

- Tell students the targeted sounds. Have students repeat the sounds.
- Tell students different words with the targeted sound at the end of the word. Have students repeat the words. Repeat the words and ask students where the targeted sound is.

/s/ > 'ss'	**/z/ > 'zz'**
class mess fuss miss grass toss	buzz fizz fuzz jazz

- Ask students how they would write or spell the sound at the end of each of the words. Students will likely respond with the single letter corresponding to the sound.
- Point out that in these particular words, the single ending sound is represented by two of the same consonants.
- Say each word aloud again, this time displaying the appropriate double consonant spelling, as students refer to the **Individual Code Chart**.
- Ask students to read and then spell decodable words with the targeted sound and double consonant spelling.

/s/ > 'ss'	/z/ > 'zz'
glass fuss miss kiss toss moss less stress grass bless	buzz fizz fuzz pizazz frizz jazz

Race to the Top

- Using the card template (**Activity Page TR 12.1**), create a set of cards for each player. Write one word on each card.
- Player 1 and Player 2 each get a copy of the Race to the Top game template (**Activity Pages TR 12.2, TR 12.3**).
- Students flip over a card and if they read the word correctly, they can move their marker up a space; if they misread a word, they fall down a rung. The first student who gets to the top wins.

LESSON

13

BASIC CODE REVIEW

Two-Syllable Words with Short Vowels

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will review the double consonant sound/spellings /b/ > 'bb', /d/ > 'dd', /k/ > 'cc', /k/ > 'ck', /g/ > 'gg', /f/ > 'ff', and /l/ > 'll'. TEKS 2.2.B.v

Students will blend the sounds in the first and second syllables of two-syllable words, and will put the two syllables together to form complete two-syllable words. TEKS 2.2.B.iii

Students will decode multisyllabic words with closed syllables. TEKS 2.2.B.iii

Students will read one-syllable CVC and CVCC words with short vowels then follow common spelling patterns and correctly write the word with the addition of the suffix *–ing*. TEKS 2.2.B.vi; TEKS 2.2.C.vi

Reading

Students will read "The Chicken Nugget" aloud with purpose and understanding in either a small group with the teacher or with a partner, and will answer written multiple-choice and short answer questions about key details in the text. TEKS 2.4; TEKS 2.6.G

FORMATIVE ASSESSMENT

Activity Page 13.1	**Suffix Spelling Patterns** TEKS 2.2.B.vi; TEKS 2.2.C.vi
Observation	**Anecdotal Reading Record** "The Chicken Nugget" (Group 1) TEKS 2.4
Activity Page 13.3	**Story Questions** "The Chicken Nugget" (Group 2) TEKS 2.6.G

TEKS 2.2.B Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words with prefixes including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and - est; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; **TEKS 2.4** The student reads grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.G** Evaluate details read to determine key ideas.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Code Flip Book Review (Phonics)	Whole Group	5 min.	❑ Consonant Code Flip Book ❑ Spelling Cards for 'bb' > /b/ (*rubbing*), 'dd' > /d/ (*add*), 'cc' > /k/ (*hiccup*), 'ck' > /k/ (*black*), 'gg' > /g/ (*egg*), 'ff' > /f/ (*stuff*), 'll' > /l/ (*bell*)
Review Two-Syllable Words (Phonics)	Whole Group	15 min.	
Practice Suffix Spelling Patterns (Phonics)	Whole Group	15 min.	❑ Activity Page 13.1
Reading			
Introduce the Story	Whole Group	10 min.	❑ *The Cat Bandit* ❑ Activity Pages 13.2, 13.3
Reread "The Chicken Nugget"	Small Group/ Partner	15 min.	
Take-Home Material			
"The Hot Dog"			❑ Activity Page 13.4

ADVANCE PREPARATION

Note to Teacher

It is critical that you review Appendix C, Using Chunking to Decode Multisyllable Words, focusing on how to scaffold students in chunking two-syllable words made up of two closed syllables, prior to this lesson. Practice using your hand and fingers to reveal each syllable, as illustrated in Appendix C.

Today is the first time this year for small group work. Small group work is a time for you to provide more individual attention and feedback to students, perhaps listening to them read aloud or reteaching/reinforcing certain skills. Work with two groups: Group 2 consists of more independent workers and Group 1 consists of students needing more support and close monitoring. Information from beginning assessments, anecdotal notes, and other classroom observations should guide your decision on how to divide your class into these groups (you may further divide your class if necessary). Groups are meant to be fluid, meaning that a student in Group 1 for one week might be in Group 2 for the next week.

Foundational Skills

- Prepare to display the Consonant Code Flip Book within view of all students.

Digital Component 13.1

- Copy the two-syllable words from Review Two-Syllable Words (Digital Component 13.1) on the board/chart paper or prepare to use the digital version.

Digital Component 13.2

- Prepare an enlarged version of Activity Page 13.1 (Digital Component 13.2) to use with the class during Practice Suffix Spelling Patterns.

Reading

Digital Component 12.2

- Be prepared to display and use the Cat Bandit chart or the digital version from the previous lesson.

Digital Component 13.3

- Create an enlarged version of Activity Page 13.2 (Digital Component 13.3) to display for Introduce the Story, or use the digital version.

Universal Access

- Write the following words on a whiteboard for small group reading: *nugge*t, *napping*, *sniffing*, *hopping*.

Lesson 13: Two-Syllable Words with Short Vowels

Foundational Skills

35M

Primary Focus

Students will review the double consonant sound/spellings /b/ > 'bb', /d/ > 'dd', /k/ > 'cc', /k/ > 'ck', /g/ > 'gg', /f/ > 'ff', and /l/ > 'll'. **TEKS 2.2.B.v**

Students will blend the sounds in the first and second syllables of two-syllable words, and will put the two syllables together to form complete two-syllable words. **TEKS 2.2.B.iii**

Students will decode multisyllabic words with closed syllables. **TEKS 2.2.B.iii**

Students will read one-syllable CVC and CVCC words with short vowels then follow common spelling patterns and correctly write the word with the addition of the suffix *–ing*. **TEKS 2.2.B.vi; TEKS 2.2.C.vi**

WARM-UP (5 MIN.)

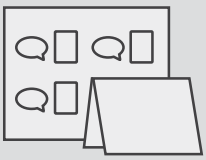
Code Flip Book Review

- Quickly review the double-letter spellings. The letter-sound correspondences can be found on these pages of the Consonant Code Flip Book:

Consonant Code Flip Book	
1. 'bb' > /b/ (*rubbing*) **page 2**	5. 'gg' > /g/ (*egg*) **page 6**
2. 'dd' > /d/ (*add*) **page 4**	6. 'ff' > /f/ (*stuff*) **page 9**
3. 'cc' > /k/ (*hiccup*) **page 5**	7. 'll' > /l/ (*bell*) **page 19**
4. 'ck' > /k/ (*black*) **page 5**	

- Ask students if they remember where double-letter consonants usually occur in words. *(at the end of words, sometimes in the middle)*

Code Materials



TEKS 2.2.B Demonstrate and apply phonetic knowledge by (v) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) decoding words with prefixes including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and - est; **TEKS 2.2.C.v**i Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est

REVIEW TWO-SYLLABLE WORDS (15 MIN.) TEKS 2.2.B.iii

- Remind students that words can be broken into chunks called syllables. A syllable has one, and only one, vowel sound. This means a word has as many syllables as it has vowel sounds. For example, a word with one vowel sound has one syllable, and a word with two vowel sounds has two syllables.
- Tell students today they will read two-syllable words (i.e., words with two vowel sounds).
- Students should read the words by blending the sounds in the first syllable, then blending the sounds in the second syllable, and then putting the two syllables together. Model this for students by pointing to the word *basket* on the chart you prepared in advance.
- Ask students to sound out the word by first blending the sounds in the first syllable (/b/ /a/ /s/: *bas*), then blending the sounds in the second syllable (/k/ /e/ /t/: *ket*), and then putting the two syllables together (*basket*).
- Tell students that the syllables in *basket* are both closed syllables. Closed syllables end with consonants, in this case s and t. Students can use the consonants to know where one syllable ends and another begins.
- Repeat this process with words in the following box except for *invent* and *contest*.

Support

Use your hand and fingers as illustrated in Appendix C to reveal only one syllable at a time at first for students to blend. Then reveal both syllables, so students can blend both syllables together.

Digital Component 13.1

1. basket	6. bandit
2. catfish	7. picnic
3. himself	8. upset
4. suntan	9. invent
5. dustpan	10. contest

Check for Understanding

Point to the words *invent* and *contest*, one at a time, and ask students to blend them without your assistance. Listen carefully for students who are having difficulty. Consider meeting with these students to reteach the lesson at a later time.

TEKS 2.2.B.iii Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

PRACTICE SUFFIX SPELLING PATTERNS (15 MIN.)

Digital Component 13.2

- Have students turn to Activity Page 13.1 while you display the digital version.
- Tell students this activity focuses on suffixes. Tell students a suffix is a group of letters added to the end of a root word. Today, students will work with the suffix *–ing*; this suffix shows an action is taking place.
- Explain that sometimes when the suffix *–ing* is added, the root word will change and follow a common spelling pattern for many consonant sounds.
- Explain that one-syllable words with a short vowel sound and a single consonant ending change to a double-letter spelling at the end when the suffix (ending) *–ing* is added.
- Complete the first three examples of Activity Page 13.1 together as a class.
  - Read the first word in the column, *rub*, carefully explaining the shift in spelling.
  - "Look at the word *rub*. How many syllables is it?" (Remind students one-syllable words have one vowel sound.)
  - "*Rub* has one syllable. Let's look to see if it has a short vowel in it. Yes, the 'u' in *rub* is a short vowel. Does *rub* end in a single consonant? Yes, 'b' is a single consonant.
  - "Because *rub* is a one-syllable word that has a short vowel sound and ends in a single consonant, we add an extra 'b' before adding the *–ing* to *rub*. *Rub* turns to *rubbing*."
  - Write *rubbing* in the next column. Circle the root word *rub*, and underline the suffix *–ing*.

Activity Page 13.1

Activity Page 13.1: Suffix Spelling Patterns

If students seem comfortable with the pattern, have them fill in the rest of the table on their own. Otherwise, complete the remaining items together. Collect the activity page and review students' performance. Make note of students who would benefit from additional practice.

Lesson 13: "The Chicken Nugget"

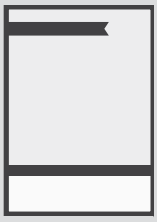
Reading

25M

Primary Focus: Students will read "The Chicken Nugget" aloud with purpose and understanding in either a small group with the teacher or with a partner, and will answer written multiple-choice and short answer questions about key details in the text. **TEKS 2.4; TEKS 2.6.G**

INTRODUCE THE STORY (10 MIN.)

Reader



Page 6

- To reinforce the two exercises that students just completed, i.e., reading two syllable words and reviewing when to double a consonant before adding *–ing*, have students turn to Activity Page 13.2 while you display the digital version.

Digital Component 13.3

- Model how to use "The Chicken Nugget" story in the Reader to find one- and two-syllable words. List one-syllable words in the '1' column and two-syllable words in the '2' column on Activity Page 13.2. If you feel students are able, allow them to complete the remainder of the top portion on their own; otherwise, continue to provide guided support. Have students add the suffix *–ing* to each of the words listed below the chart. Make certain students understand the directions for the bottom half of the activity page.

Activity Page 13.2

- Now direct students' attention to the Cat Bandit chart you prepared in advance or the digital version.
- Review the sequence of the story from the previous lesson, "The Chicken Nugget." Using temporal words, guide students in recounting the events from the story. Your questions may sound like these: "What was the first thing that happened in 'The Chicken Nugget'? What happened next? After that, what happened? What was the final thing to happen in the story?"

TEKS 2.4 The student reads grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.G** Evaluate details read to determine key ideas.

- During the discussion, add the following to the chart:

Digital Component 12.2

Cat Bandit Chart				
Story Title	**Food the Cat Bandit Stole**	**Where the Food Was**	**How He Got the Food**	**Sound Words**
"The Chicken Nugget"	chicken nugget	sink	ran up the boxes	sniff munch

REREAD "THE CHICKEN NUGGET" (15 MIN.)

Small Group

Group 1: Have this group read "The Chicken Nugget" aloud to you as you take notes about individual students' oral reading. Also, check comprehension and ask students to point out specific spellings you have been reviewing.

Observation: Anecdotal Reading Record

As you listen to Group 1 students read "The Chicken Nugget," make notes regarding their individual reading ability in the Anecdotal Reading Record.

Group 2: Ask students who are able to do independent work to sit with their partners, take out their Readers, and take turns reading the story "The Chicken Nugget" aloud to one another. If students finish quickly, have them complete the story questions on Activity Page 13.3. Students may also reread "The Hot Dog."

Challenge

If some pairs finish early, they can illustrate one of the following words or phrases from the text: *napping*, *sniffing*, *set up a box*, *ran up the boxes*.

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Direct students' attention to the words you prepared in advance.

Beginning
Chorally pronounce each word from the board. Pause after the sentence in which it appears in the text. Ask students, "Please point to the word _____ in the sentence. Now let's say it together."

Intermediate
Chorally pronounce each word from the board. Pause after the sentence in which it appears in the text. Ask students, "Which word from the list do you see in the sentence?"

Advanced/Advanced High
Pause after a larger section of text. Ask students to silently reread the section and raise their hand when they find a word from the board.

ELPS 1.F

Activity Page 13.3

Activity Page 13.3: Story Questions

Group 2 students will independently complete the story questions on Activity Page 13.3. Encourage students to reread to find the answer for each question and work slowly. Collect the activity page and review students' performance.

End Lesson

Take-Home Material

"THE HOT DOG"

Activity Page 13.4

- Have students take home Activity Page 13.4 to read to a family member.

Lesson 13: Foundational Skills Remediation

Additional Support

DECODABLE WORDS, SENTENCES, AND PHRASES

- Use the following lists of words, sentences, and phrases to extend your lessons.

Decodable Words

1. well
2. will
3. with
4. less
5. thick
6. still
7. thrill
8. cricket
9. kitten
10. jacket
11. happen
12. fitness
13. swimming
14. spotless
15. wedding
16. shopping

Sentences and Phrases

1. That was odd.
2. Ring the bell.
3. Pass it on.
4. Jack and Jill went up the hill.
5. He cannot sing well.
6. She added six plus seven.
7. Jeff nodded at Janet.
8. The rabbit sat in the basket.

WIGGLE CARDS

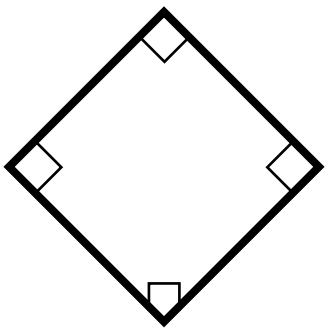
- Wiggle Cards are phrases or words describing a motion or activity students can act out. Prior to the lesson, write each word or phrase on an index card or sentence strip. Show students the Wiggle Card, have them read it, and let them perform the action.

1. Stand still.
2. Hop back.
3. Hiss.

MORE HELP WITH READING

Two-Syllable Baseball

- Select words from the following box to write on green index cards.
- Draw a baseball diamond similar to the picture below on the board.



- Divide the class into two teams. Have one team at a time come to the front of the room and line up.
- Each team takes a "turn at bat" as follows:
  - Pick a card from the pile and ask the first person on the team to read it. If the word is read correctly, draw a line from home plate to first base, signifying a "hit." This player should go to the back of his team's line, while the next player comes forward to read the next card. If the second player reads the word correctly, draw a line from first to second base.
  - Play continues in this way, so each time a player reads a word correctly a line is drawn to the next base. If the fourth player reads the word correctly, draw a line from third base to home plate and mark "1 run" for this team.
  - Play continues by the members of this team so long as no words are misread. When a word is misread, the next team takes its turn at bat.
- As in the actual game of baseball, any "players left on base" when a word is misread do not count or add to the score.

1. children
2. until
3. himself
4. hundred
5. problem
6. happen
7. kitchen
8. insect
9. plastic
10. pocket
11. planet
12. rabbit
13. project
14. chicken
15. tennis
16. granddad
17. jacket
18. magnet
19. wedding
20. napkin
21. insist
22. comment
23. basket
24. sudden
25. unless
26. bandit
27. upset
28. velvet
29. shipment
30. sunset
31. discuss
32. traffic
33. backpack
34. pilgrim
35. contract
36. pumpkin
37. finish
38. invent
39. publish
40. cobweb
41. bathtub
42. rocket
43. tablet

MORE PRACTICE ADDING –*ING* TO SHORT VOWEL WORDS

- Use the same procedure followed in today's Practice Suffix Spelling Patterns lesson and add –*ing* to the following words.

1. bug
2. top
3. bend
4. pat
5. pin
6. flap
7. swim
8. rest
9. shrug

- Guide students in summarizing when to double the last consonant and when to just add –*ing* to a one-syllable word.

LESSON

14

REVIEW

Tricky Words and Tricky Spelling 'g'

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will read the Tricky Words *do*, *to*, *down*, and *how*. TEKS 2.2.B.vii
- Students will review the Tricky Words *he*, *she*, *we*, *be*, *me*, *the*, *a*, *was*, and *of*. TEKS 2.2.B.vii
- Students will read words with the Tricky Spelling 'g' where 'g' > /j/ or /g/. TEKS 2.2.B.vii
- Students will sort and write words with 'g' > /j/ and 'g' > /g/. TEKS 2.2.B

Reading

Students will read "The Snack Mix" aloud with purpose and understanding in either a small group with the teacher or with a partner, and will answer oral literal

- questions about key details in the text. TEKS 2.4; TEKS 2.6.C; TEKS 2.6.G
- Students will monitor comprehension. TEKS 2.2.6.I

FORMATIVE ASSESSMENT

Observation	**Anecdotal Reading Record** "The Snack Mix" (Group 1) TEKS 2.4
Observation	**Discussion Questions** "The Snack Mix" (Group 1) TEKS 2.6.G

TEKS 2.2.B.vii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; **TEKS 2.4** The student reads grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.6.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Tricky Words: *Do*, *To, Down*, *How*, (Word Recognition)	Whole Group	10 min.	❑ marker ❑ yellow index cards for words *do*, *to*, *down*, *how*
Practice Tricky Words (Word Recognition)	Whole Group	10 min.	❑ two rulers or pointers
Review Tricky Spelling 'g' (Phonics)	Whole Group	15 min.	❑ Consonant Code Flip Book ❑ Spelling Card for 'g' > /j/ (*gem*) ❑ tape ❑ Individual Code Chart ❑ red markers
Practice Tricky Spelling 'g' (Phonics)	Whole Group	10 min.	❑ Activity Page 14.1
Reading			
Introduce the Story	Whole Group	5 min.	❑ *The Cat Bandit*
Read "The Snack Mix"	Small Group/ Partner	10 min.	

ADVANCE PREPARATION

Note to Teacher

Today you will listen to students who need more support read aloud (Group 1.) This group will be comprised of students who were noted as needing close monitoring based on placement assessments or students you noted in your Anecdotal Reading Record as needing more support. In Lesson 15, you will have the opportunity to listen to Group 2 students read aloud.

Foundational Skills

- Write each of the following Tricky Words on a yellow index card: *do*, *to*, *down*, *how*.
- Write the following Tricky Words on the board/chart paper or be prepared to use the Tricky Word Wall during Practice Tricky Words: *he*, *she*, *we*, *be*, *me*, *the*, *a*, *was*, *of*, *do*, *to*, *down*, *how*.
- Bring in two rulers or yardsticks for students to use as pointers for Practice Tricky Words.
- Prepare to display the Consonant Code Flip Book within view of all students; also have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and red markers readily available.

Digital Component 14.1

- Create an enlarged version of Activity Page 14.1 (Digital Component 14.1) to display for Practice Tricky Spelling 'g', or use the digital version.

Universal Access

- Bring in, or show a picture, of a selection of popular snack mixes to support understanding of "The Snack Mix."

Note: Be sure to check your school's policy regarding food distribution and allergies.

- Bring in a pair of kitchen tongs and crumple up some pieces of paper to reenact a scene from the text.

Lesson 14: Tricky Words and Tricky Spelling

Foundational Skills

45M

Primary Focus

- Students will read the Tricky Words *do*, *to*, *down*, and *how*. **TEKS 2.2.B.vii**
- Students will review the Tricky Words *he*, *she*, *we*, *be*, *me*, *the*, *a*, *was*, and *of*. **TEKS 2.2.B.vii**
- Students will read words with the Tricky Spelling 'g' where 'g' > /j/ or /g/. **TEKS 2.2.B.vii**
- Students will sort and write words with 'g' > /j/ and 'g' > /g/. **TEKS 2.2.B**

TRICKY WORDS: DO, TO, DOWN, HOW (10 MIN.)

Tricky Word: *Do*

- Using the previously prepared cards, hold up the card for *do*, read the word, and use it in an oral sentence.
- Discuss which part of the word is read just as one would expect and which part is tricky.
  - **Expected:** the letter 'd' is pronounced /d/. **Tricky:** the letter 'o' is pronounced /oo/.

Tricky Word: *To*

- Hold up the card for *to*, read the word, and use it in an oral sentence.
- Discuss which part of the word is read just as one would expect and which part is tricky.
  - **Expected:** the letter 't' is pronounced /t/. **Tricky:** the letter 'o' is pronounced /oo/.

TEKS 2.2.B.vii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list.

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Explain that to make the /ou/ sound, open your mouth and speak from the back of your throat, then close your mouth while continuing to speak from the back of the throat.

ELPS 4.C

Tricky Word: *Down*

- Hold up the card for *down*, read the word, and use it in an oral sentence.
- Discuss which parts of the word are read just as one would expect and which part is tricky.
  - **Expected:** the letter 'd' is pronounced /d/ and the letter 'n' is pronounced /n/. **Tricky:** the letters 'ow' are pronounced /ou/.

Tricky Word: *How*

- Hold up the card for *how*, read the word and use it in an oral sentence.
- Discuss which part of the word is read just as one would expect and which part is tricky.
  - **Expected:** the letter 'h' is pronounced /h/. **Tricky:** the letters 'ow' are pronounced /ou/.

Note: *Down* and *how* are both tricky in the same way. They both have the /ou/ spelled 'ow' pattern, which students will learn later in the year. Some students may already know this spelling pattern.

- Add these new Tricky Words to the Tricky Word Wall.

PRACTICE TRICKY WORDS (10 MIN.)

Tap the Tricky Word

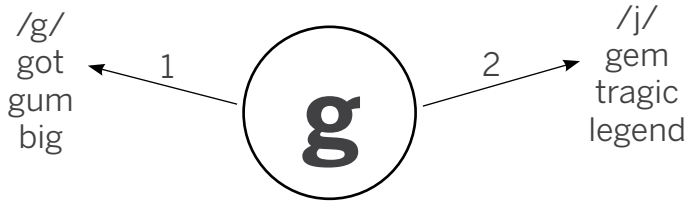
- Point to the list of Tricky Words you prepared in advance or the Tricky Word Wall. Explain that you will review Tricky Words with a game called "Tap the Tricky Word."
- Divide the class into two groups and have them line up by the board.
- You will call out a Tricky Word. Two students, one from each team, will race to find the word on the board and tap it with their ruler. The first student to find the word and tap it earns a point for their team. Repeat the words several times so all students have a chance to play.

Check for Understanding

Make note of any students who struggle or misread the Tricky Words. Provide additional practice for these students at another time.

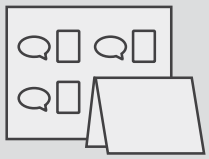
REVIEW TRICKY SPELLING 'G' (15 MIN.)

- Remind students some spellings can be pronounced more than one way. Tell them these spellings are called tricky spellings.
- Using the Consonant Code Flip Book, point to the Spelling Card that shows 'g' as a spelling for /g/. Remind students they have already learned 'g' can be pronounced /g/.
- Follow the bullet points step by step to draw the following chart to illustrate the tricky spelling 'g'.



- On the left side of the board or chart paper, begin by writing /g/ and below it the words *got*, *gum*, and *big*. Read the words aloud.
- Point out the spelling 'g' is pronounced /g/ in these words.
- Explain that 'g' is a "tricky spelling" because it can also be pronounced as /j/.
- Write /j/ on the right side of the board. Explain that 'g' is often pronounced /j/ when it is followed by the letter 'e' or the letter 'i'.
- Below /j/, write the words *gem*, *tragic*, and *legend*. Read the words aloud and point out the spelling 'g' is pronounced /j/ in these words.
- Write the letter 'g' on the board between the two sets of words and circle the spelling.
- Tell students that in order to figure out how to pronounce this tricky spelling when it occurs in a word, they may need to try sounding it out two different ways.
- Draw one arrow from 'g' to the /g/ words and label it '1'. Draw a second arrow from 'g' to the /j/ words and label it '2'.
- Explain that /g/ is the most likely pronunciation option and therefore the one they should try first.

Code Materials



ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Spanish-speakers may have difficulty pronouncing the /j/ sound. Explain that in English, the letters 'j' and 'g' can stand for the /j/ sound. To make the sound, put the tip of your tongue against the top of your mouth and push your tongue forward, creating a little explosion of air. Keep your teeth slightly open; this will let you make a different sound than the /ch/ sound where you keep your teeth closed before pushing the air out.

ELPS 4.C

- If that does not sound right, or does not make sense in context, they should try option 2, /j/.
- Tell students to turn to **page 2** in the **Individual Code Chart** while you turn to **page 8** in the **Consonant Code Flip Book**.
- Show students the 'g' < /j/ (*gem*) Spelling Card and add it to the Consonant Code Flip Book.
- Distribute the red markers.
- Have students outline the appropriate card in their Individual Code Charts.
- Point out and discuss the power bar for each spelling.

PRACTICE TRICKY SPELLING 'G' (10 MIN.)

Digital Component 14.1

Activity Page 14.1

- Have students turn to Activity Page 14.1 while you display the digital version.
- Read the example words on the left: *got*, *gum*, *big*. Point out the /g/ sound in these words. Have students underline the 'g' in the words.
- Read the example words on the right: *gem*, *tragic*, *legend*. Review that it is the /j/ sound because 'g' is followed by 'i' or 'e'. Have students underline the 'g' in the words.
- Have students find and point to the 'g' in the word in the first sentence.
- Read the first sentence on Activity Page 14.1, pronouncing the tricky spelling /g/: "He did a /m/ /a/ /g/ /i/ /k/ trick." Ask if that sounds right.
- Explain that since /m/ /a/ /g/ /i/ /k/ sounds wrong, students need to try pronouncing it the second way.
- Read the sentence again, pronouncing the tricky spelling /j/: "He did a /m/ /a/ /j/ /i/ /k/ trick." Point out that 'i' follows 'g'. Ask if that sounds right.
- Write *magic* in the "/j/" column to indicate the 'g' in magic is pronounced like the 'g' in *gem*.

- Complete the remaining sentences on Activity Page 14.1. On their own, have students first find and circle 'g' in the words. Then call on students to read the sentence aloud, trying the tricky spelling both ways. Students should choose the pronunciation that sounds right and/or makes sense and print the word in the correct column.

Check for Understanding

When students have completed Activity Page 14.1, ask them which pronunciation seems to be more common. *(/g/ is more common)* Ask students to give reasons for their answers.

Lesson 14: Read "The Snack Mix"

Reading

15M

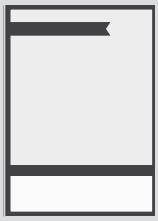
Primary Focus: Students will read "The Snack Mix" aloud with purpose and understanding in either a small group with the teacher or with a partner, and will answer oral literal questions about key details in the text.

- **TEKS 2.4; TEKS 2.6.C; TEKS 2.6.G**
- Students will monitor comprehension. **TEKS 2.6.I**

INTRODUCE THE STORY (5 MIN.)

- Ask students to turn to the table of contents and locate the story that comes after "The Chicken Nugget." Ask students to tell you the page number on which "The Snack Mix" starts. *(page 10)*
- Write *snack mix* on the board. Ask students to describe their favorite snack mix.
- Discuss what the cat bandit has done in the past two stories. Ask questions such as "What does he like to steal?" and "What are the clever ways he has gotten to the food?" Encourage students to answer in complete sentences.
  - » *The cat bandit likes to steal food. He has stolen food by jumping on furniture to get a hot dog. He has also lined up boxes to make stairs to get to a chicken nugget.*

Reader



Page 10

Support

Show students a selection of snack mixes or images of them.

TEKS 2.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.6.I** Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

Preview Core Vocabulary

- Preview the following vocabulary before reading today's story. Allow students to ask questions to clarify the meaning of these words and the phrase, as necessary.

deck—n., a floor on the outside of a house that people can walk and sit on (10)
Example: She likes to sit out on the deck when the weather is nice.

tongs—n., a tool used to grab small objects (12)
Example: I used the tongs to move the chicken from the hot pan to the plate.

swish—n., the whistling or rustling sound made by a quick movement (12)
Example: I heard the swish of the ball when my sister threw it past my head.

Sayings and Phrases

at last—finally (14)
Example: At last we arrived home after a long day.

Support

Show students the kitchen tongs you brought in and demonstrate how they work.

Vocabulary Chart for "The Snack Mix"

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary	tongs		deck
Multiple-Meaning Core Vocabulary Words		swish	
Sayings and Phrases	at last		

- Remind students they have read sentences in the stories that end with two different punctuation marks. Ask students the names of these ending punctuation marks. *(period and exclamation point)*
- Tell students there is another punctuation mark to watch for in "The Snack Mix," the question mark. Review the purpose of the question mark. *(to indicate the sentence is asking a question)*

Purpose for Reading

- Tell students that today the cat bandit will try to steal snack mix on a shelf. Have students do a **Think-Pair-Share**: give students one minute to work in pairs and think of ideas about how the cat bandit might try to get the snack mix. Allow students to share their predictions (you may wish to write some of their ideas on the board).
- Tell students they should carefully read the story to see if their predictions are correct.

READ "THE SNACK MIX" (10 MIN.) TEKS 2.6.I

Small Group

Group 2: Ask students who are able to do independent work to sit with their partners, take out their Readers, and take turns reading the story "The Snack Mix" aloud to one another. Ask students to discuss what is happening in the story after they read to make sure they understand it. If they have trouble retelling the story, encourage them to go back to look at pictures or text to identify what is happening.

Group 1: Have students who need more support when reading form a group. Have students take turns reading the story aloud to you.

Observation: Anecdotal Reading Record

As you listen to Group 1 students read "The Snack Mix," make notes regarding their individual reading ability in the Anecdotal Reading Record.

- Check comprehension by asking Group 1 students questions during the story, and ask students to point out new spellings. You may use the following discussion questions to check comprehension.

Support

Use kitchen tongs and small balls of paper to demonstrate the cat bandit's use of the tongs to *launch* the rocks in the story. Encourage students to practice retelling this part of the story to a partner to reinforce their understanding of how the word *launch* is central to this part of the plot.

TEKS 2.6.I Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

ENGLISH LANGUAGE LEARNERS

Reading

Reading/Viewing Closely

Beginning
Select several questions and ask them in a yes/no format rather than an open-ended format.

Intermediate
Allow students to work with a partner to answer several of the discussion questions.

Advanced/Advanced High
Guide students in adding additional information to discussion questions 2 and 3 if information is left out in the first answer.

ELPS 4.G

Discussion Questions for "The Snack Mix"

1. **Literal.** Where did Beth leave a basket of snack mix?
   - » Beth left the snack mix on a shelf.
2. **Literal.** What two things did the cat bandit get to help him get the snack mix?
   - » The cat bandit got grilling tongs and a bunch of rocks.
3. **Literal.** What did the cat bandit use to launch the rocks toward the basket?
   - » The cat bandit used the tongs to launch the rocks.
4. **Literal.** How many rocks did the cat bandit shoot?
   - » The cat bandit shot seven rocks.
5. **Literal.** Did the cat bandit get the snack mix?
   - » Yes, the cat bandit got the snack mix.
6. **Literal.** Where did the snack mix land?
   - » The snack mix landed on the rug.

Observation: Discussion Questions

Call on a different Group 1 student to answer each question. Note students' names and performance in the Discussion Questions Observation Record, using the codes provided.

Wrap-Up

- Review with all students the sequence of events in "The Snack Mix." Use temporal words and guide students to recount the events in the story. Your questions may sound like these:
  - "What was the **first** thing that happened in 'The Snack Mix'? What happened **next**? **After that**, what happened? What was the **final** thing to happen in the story?"

End Lesson

Lesson 14: Foundational Skills Remediation

Additional Support

DECODABLE WORDS AND PHRASES

- Use the following lists of words, sentences, and phrases to extend your lessons.

Decodable Words

1. gem
2. legend
3. digit
4. logic
5. magic
6. frigid
7. gel
8. tragic

Sentences

1. How can that be?
2. How can she?
3. Her magic trick was the best.
4. How did he do that?
5. Just do it.

Challenge

Have students use the temporal words *first*, *next*, *after that*, and *finally* in a four-sentence written retelling of "The Snack Mix." Explain that students should use the temporal words in the correct sequence and write complete sentences with correct capitalization and ending punctuation. Allow students to write with a partner if appropriate.

WIGGLE CARDS

1. Sit down.

MORE HELP WITH TRICKY WORDS

Tricky Word Activity Pages

- Have students practice reading phrases, sentences, and short stories that include the Tricky Words *down* and *how* using **Activity Page TR 14.1,** and Tricky Word *do* using **Activity Page TR 14.2**.

MORE HELP WITH TRICKY SPELLINGS

Flip

- Make a copy of the **Word Card Template (Activity Pages TR 14.3, TR 14.4)** for each student. Cut apart the cards.
- To play, either call out a number or have the student roll a **die** (one or two) and then read the word that corresponds to the number rolled. If the student reads the word correctly, then have him or her "flip" the word (turn the card over).
- The first student to flip all of the words is the winner. There are enough word cards to play two rounds of the game.

LESSON

15

ASSESSMENT AND REVIEW

Spelling Assessment and Tricky Spelling ‘c’

PRIMARY FOCUS OF LESSON

Language (Spelling)

Students will spell dictated one- and two-syllable words with short vowel patterns and the Tricky Word *she*. TEKS 2.2.C.i; TEKS 2.2.C.iv

Foundational Skills

- Students will read words with the tricky spelling ‘c’ > /k/ or /s/. TEKS 2.2.B
- Students will sort and write words with ‘c’ > /k/ and ‘c’ > /s/. TEKS 2.2.B

Reading

Students will read “The Snack Mix” aloud in a small group, with the teacher or with a partner, using appropriate fluency (prosody). TEKS 2.4

FORMATIVE ASSESSMENT

Activity Page 15.1	**Spelling Assessment** TEKS 2.2.C.iv
Observation	**Anecdotal Reading Record** “The Snack Mix” (Group 2) TEKS 2.4

TEKS 2.2.C Demonstrate and apply spelling knowledge by (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling pattern; **TEKS 2.2.B** Demonstrate and apply phonetic knowledge; **TEKS 2.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Spelling)			
Spelling Assessment	Whole Group	15 min.	❑ Activity Page 15.1
Foundational Skills			
Review Tricky Spelling 'c' (Phonics)	Whole Group	15 min.	❑ Consonant Code Flip Book ❑ Spelling Card for 'c' > /s/ (*cent*) ❑ tape ❑ Individual Code Chart ❑ red markers
Practice Tricky Spelling 'c' (Phonics)	Whole Group	10 min.	❑ Activity Page 15.2
Reading			
Introduce the Story	Whole Group	5 min.	❑ *The Cat Bandit*
Reread "The Snack Mix"	Small Group/ Partner	15 min.	

ADVANCE PREPARATION

Note to Teacher

This is the first spelling assessment students will take in Grade 2. As with the other procedures you have taught, you will want to take time and carefully explain what the expectations are for this activity each week. Students will write the words and the dictation phrase on Activity Page 15.1.

Today you will listen to Group 2 read aloud. Although they may be more independent, they are still in need of instruction. It is important for all students to read aloud on a regular basis.

Foundational Skills

- Prepare to display the Consonant Code Flip Book within view of all students; also have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and red markers readily available.

Digital Component 15.1

- Create an enlarged version of Activity Page 15.2 (Digital Component 15.1) to display for Practice Tricky Spelling 'c', or use the digital version.

Reading

Digital Component 12.2

- Display and be prepared to use the Cat Bandit chart.

Lesson 15: Spelling Assessment and Tricky Spelling

Language

15M

Primary Focus: Students will spell dictated one- and two-syllable words with short vowel patterns and the Tricky Word *she*. **TEKS 2.2.C.i; TEKS 2.2.C.iv**

SPELLING ASSESSMENT

Activity Page 15.1

- Remind students this is the one time during the week that they will not be allowed to consult their Individual Code Chart.
- Before beginning, make sure students have Activity Page 15.1 in front of them.
- Tell students they are to write the word you say.
- Read the first word, use it in a sentence, and then read the word only once more, allowing time for students to write the word. Repeat the procedure with each of the remaining words.

1. box	6. think
2. she	7. shelf
3. picnic	8. sprang
4. wish	9. drift
5. bandit	10. munch

- Direct students' attention to the lines on the bottom of the activity page. Tell students to write the phrase *a picnic wish* on those lines. Slowly repeat the phrase twice.
- After all the words and the phrase have been called out, tell students you will now show them the correct spelling for each word so they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling and copying and writing the correct spelling next to it.
- Continue through all the words and then onto the phrase. Remind students of the importance of correcting and learning from mistakes.

TEKS 2.2.C Demonstrate and apply spelling knowledge by (i) spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (iv) spelling multisyllabic words with multiple sound-spelling pattern.

Activity Page 15.1: Spelling Assessment

At a later time, use the Lesson 15 analysis chart and directions provided in Teacher Resources to analyze students' mistakes. This will help you understand any patterns that are beginning to develop or that are persistent among individual students.

Lesson 15: Spelling Assessment and Tricky Spelling

Foundational Skills

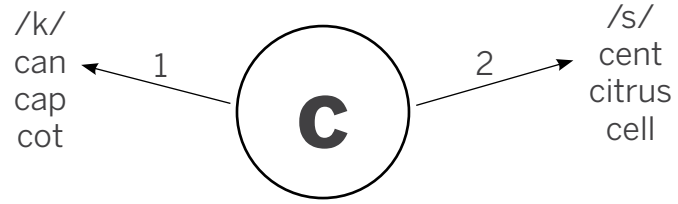
25M

Primary Focus

- Students will read words with the tricky spelling 'c' > /k/ or /s/. **TEKS 2.2.B**
- Students will sort and write words with 'c' > /k/ > and 'c' > /s/. **TEKS 2.2.B**

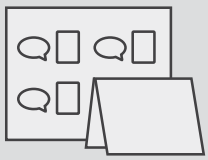
REVIEW TRICKY SPELLING 'C' (15 MIN.)

- Remind students some spellings can be pronounced more than one way. Tell them these spellings are called tricky spellings.
- On **Consonant Code Flip Book page 5**, point to the Spelling Card that shows 'c' as a spelling for /k/. Remind the students they have already learned that 'c' can be pronounced /k/.
- Draw the following chart one section at a time to demonstrate how 'c' is a tricky spelling.



- On the left of the board or chart paper, begin by writing /k/ and below it the words *can*, *cap*, and *cot* and read the words aloud.
- Point out the spelling 'c' is pronounced /k/ in these words.

Code Materials



TEKS 2.2.B Demonstrate and apply phonetic knowledge.

- Explain 'c' is a tricky spelling because it can also be pronounced as /s/.
- Explain that 'c' is often pronounced /s/ when it is followed by the letters 'e' or 'i', as in words like *cent* and *citrus*.
- On the right side of the board, write /s/ and below it the words *cent*, *citrus*, and *cell*. Read the words aloud.
- Point out the spelling 'c' is pronounced /s/ in these words.
- Write the letter 'c' on the board between the two sets of words and circle the spelling.
- Tell students that in order to figure out how to pronounce this tricky spelling, they may need to try sounding it out two different ways.
- Draw one arrow from 'c' to the /k/ words and label it '1'. Draw a second arrow from 'c' to the /s/ words and label it '2'.
- Explain /k/ is the most likely pronunciation option and therefore the one they should try first. If that does not sound right, or does not make sense in context, they should try option 2, /s/.
- Distribute the red markers.
- Show students the 'c' > /s/ (*cent*) Spelling Card and add it to the appropriate card on **Consonant Code Flip Book page 11**. Have students outline the appropriate card in the **Individual Code Chart** on **page 3**.
- Point out and discuss the power bar for each spelling.

PRACTICE TRICKY SPELLING 'C' (10 MIN.)

Digital Component 15.1

Activity Page 15.2

- Have students turn to Activity Page 15.2 as you display the digital version.
- Explain the letters in slashes stand for sounds.
- Have students underline the 'c' in the example words on the left: *can*, *cap*, and *cot*. Review the /k/ sound.

- Have students underline the 'c' in the example words on the right: *cent*, *citrus*, and *cell*. Review the /s/ sound.
- Have students point to 'c' in the word in the first sentence.
- Read the first sentence on the activity page, pronouncing the tricky spelling /k/: "The king got the /p/ /r/ /i/ /n/ /k/ /e/ /s/ a kitten."
- Ask students if that sounds right.
- Explain that, since /p/ /r/ /i/ /n/ /k/ /e/ /s/ does not sound right, students need to try it the second way.
- Read the sentence again, pronouncing the tricky spelling /s/: "The king got the /p/ /r/ /i/ /n/ /s/ /e/ /s/ a kitten."
- Ask students if that sounds right. *(Yes:* princess *is a word, and it makes sense in this context because a princess is the daughter of a king.)*
- Show students how to write *princess* in the "*cent*" column to indicate the 'c' in *princess* is pronounced like the 'c' in *cent*.
- Complete the remaining sentences on the activity page, asking students to underline the 'c' and calling on students to read the sentences aloud, trying the tricky spelling both ways. Have students select the pronunciation that sounds right and/or makes sense and print the word in the correct column.

Check for Understanding

When students have completed the activity page, ask them which pronunciation seems to be more common. *(/k/ is more common)*

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Pair students in flexible ability partnerships and ask them to hunt around the room (Word Wall, Reader, trade books) with a piece of paper and pencil to find two words where 'c' > /s/. Have students share their findings with the class and sound out the word following the pronunciation practice in the Tricky Spelling lesson.

ELPS 4.C

Lesson 15: "The Snack Mix"

Reading

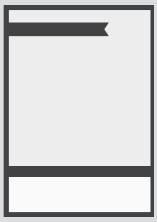
20M

Primary Focus: Students will read "The Snack Mix" aloud in a small group, with the teacher or with a partner, using appropriate fluency (prosody).

TEKS 2.4

INTRODUCE THE STORY (5 MIN.) TEKS 2.4

Reader



Page 10

- Tell students today they will be rereading the story "The Snack Mix." Let them know that rereading a story is a time to work on fluency. A fluent reader reads with expression and observes all punctuation marks. Briefly review the punctuation you discussed yesterday (question mark, exclamation point, and period).
- Remind students it will be easier today to read the story since it will be familiar to them and they can focus more on reading with expression.
- Briefly review "The Snack Mix" by discussing and adding the following to the chart:

Digital Component 12.2

Cat Bandit Chart				
Story Title	**Food the Cat Bandit Stole**	**Where the Food Was**	**How He Got the Food**	**Sound Words**
"The Snack Mix"	snack mix	shelf	tongs zipped a rock off that hit the basket	swish bing chomp

ENGLISH LANGUAGE LEARNERS

Reading

Exchanging Information and Ideas

Beginning
Ask several literal yes/no questions about the sequence of events.

Intermediate
Allow students to work with a partner to explain the sequence of events.

Advanced/Advanced High
Provide minimal support as students explain the sequence of events.

ELPS 4.G

Purpose for Reading

- Tell students today they should carefully read the story with excellent fluency.

TEKS 2.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

REREAD "THE SNACK MIX" (15 MIN.)

Small Group

Group 1: Have Group 1 students sit with their partners, take out their Readers, and take turns reading the story "The Snack Mix" aloud to one another.

Group 2: Ask Group 2 to come to the reading area, take out their Readers, and take turns reading the story "The Snack Mix" aloud to you. Check comprehension by asking students questions during the story, and ask students to point out new spellings.

Observation: Anecdotal Reading Record

As you listen to Group 2 students read "The Snack Mix," make notes regarding their individual reading ability in the Anecdotal Reading Record.

End Lesson

Lesson 15: Foundational Skills Remediation

Additional Support

DECODABLE WORDS, SENTENCES, AND PHRASES

- Use the following lists of words, sentences, and phrases to extend your lessons.

Decodable Words

1. dancing
2. cell
3. cent
4. citrus
5. princess
6. prancing
7. process

Challenge

Encourage students to reread "The Snack Mix" in order to locate the use of onomatopoeia. Have students list these words on a piece of paper and then choose three to use accurately in simple or compound sentences. (onomatopoeia: *bing*, *swish*, *smack*, *chomp*)

Sentences and Phrases

1. It costs ten cents.
2. The princess is kissing a frog.
3. We went dancing.
4. The film had a tragic ending.
5. Sit down and rest.

WIGGLE CARDS

1. Stand up.

MORE HELP WITH TRICKY SPELLINGS

Identify Words

- Have students turn to Activity Page PP.6.
- Tell students to read each word in the box, circling or underlining the letter 'c.'
- Then tell students to write the word in the "can" column if the 'c' is pronounced /k/ or the "cent" column if the 'c' is pronounced /s/.

MORE HELP WITH 'c' > /s/

Over the Rainbow

- Make one copy of the **Game Board Template (Activity Page TR 15.1)** for each pair of students.
- Make one copy of the **Card Template (Activity Page TR 15.2)** on card stock for each pair of students. Cut apart the cards. Shuffle and place facedown in a stack.
- To play, have each student take turns choosing a clue from the stack of cards. The student reads the first clue aloud. If the student reads the card, fills in the missing sound, or completes the task correctly, then he or she can move on the board to the next space, where he or she will choose their next clue. The first one to the pot of gold wins.

LESSON

16

REVIEW

Spelling Alternatives

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will review the consonant digraph sound/spellings /n/ > 'kn', /r/ > 'wr', /w/ > 'wh', and /qu/ > 'qu'. TEKS 2.2.B.ii

Students will circle letters to form words matching a series of pictures, and will write one-syllable words where /n/ > 'kn', /r/ > 'wr', /w/ > 'wh', and /qu/ > 'qu'. TEKS 2.2.B.ii; TEKS 2.2.C.ii

Reading

Students will read "The Ham" with purpose and understanding, and will answer oral evaluative questions about key details in the text. TEKS.2.4; TEKS 2.6.C; TEKS 2.6.G

Language (Spelling)

Students will segment, blend, and spell a variety of two-syllable short vowel words, and the Tricky Word *how*. TEKS 2.2.B.vi; TEKS 2.2.C.v

Students will decode words with inflectional endings, including *-ing*. TEKS 2.2.B.vi

Students will spell words using knowledge of syllable division patterns, including words with double consonants in the middle of the word. TEKS 2.2.C.v

FORMATIVE ASSESSMENT

Activity Page 16.1	**Spelling Alternatives for Consonant Sounds** TEKS 2.2.B.ii; TEKS 2.2.C.ii
Observation	**Anecdotal Reading Record** "The Ham" TEKS 2.4
Observation	**Discussion Questions** "The Ham" TEKS 2.6.G

TEKS 2.2.B.ii Demonstrate and apply phonetic knowledge by decoding words with silent letters such as knife and gnat; **TEKS 2.2.C.ii** Demonstrate and apply spelling knowledge by spelling words with silent letters such as knife and gnat; **TEKS 2.4** The student reads grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy) and prosody) when reading grade-level text; **TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.2.B.vi** Demonstrate and apply phonetic knowledge by decoding words with prefixes including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; **TEKS 2.2.C.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Review Spelling Alternatives (Phonics)	Whole Group	15 min.	❑ Consonant Code Flip Book ❑ Spelling Cards for 'qu' > /qu/ (*quit*), 'wh' > /w/ (*when*), 'wr' > /r/ (*wrist*), 'kn' > /n/ (*knock*) ❑ tape ❑ Individual Code Chart ❑ red markers
Practice Spelling Alternatives (Phonics)	Whole Group	10 min.	❑ Activity Page 16.1
Reading			
Introduce the Story	Whole Group	20 min.	❑ *The Cat Bandit*
Read "The Ham"			
Language (Spelling)			
Introduce Spelling Words	Whole Group	15 min.	❑ Activity Page 16.2
Take-Home Material			
Spelling Words; Family Letter			❑ Activity Pages 16.2, 16.3

ADVANCE PREPARATION

Note to Teacher

/qu/ is actually two sounds (/k/ + /w/). You can either teach this as two sounds or just glide over it without drawing attention to the fact. If you have good listeners, some of them may hear that /qu/ is actually /k/ + /w/.

As you review the digraph spellings, you may also wish to review the sounds that the single letters generally stand for. For example, when introducing 'wh' you might cover the 'h', leaving only the 'w' visible, and ask, "What sound would you say if you saw this in a word?" Then you could cover the 'w', leaving only the 'h' visible, and ask, "What sound would you say if you saw this in a word?" Then show the digraph.

Avoid speaking of "silent letters" when discussing spellings like 'wr' and 'kn'. Just say that these two letters stand for one sound, in the same way 'sh' and 'ch' stand for one sound.

Foundational Skills

- Prepare to display the Consonant Code Flip Book within view of all students; also have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and red markers readily available.

Reading

- At the start of the week, make a copy of the blank Anecdotal Reading Record provided in Teacher Resources. Over the course of the week, be sure to listen to each student read at least once and note student performance in the Anecdotal Reading Record.

Universal Access

- Prepare word cards to use with the words *tug* and *yank* during Preview Core Vocabulary.

Lesson 16: Spelling Alternatives

Foundational Skills

25M

Primary Focus

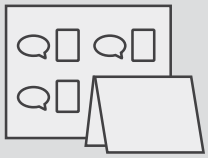
Students will review the consonant digraph sound/spellings /n/ > 'kn', /r/ > 'wr', /w/ > 'wh', and /qu/ > 'qu'. **TEKS 2.2.B.ii**

Students will circle letters to form words matching a series of pictures, and will write one-syllable words where /n/ > 'kn', /r/ > 'wr', /w/ > 'wh', and /qu/ > 'qu'.

TEKS 2.2.B.ii; TEKS 2.2.C.ii

REVIEW SPELLING ALTERNATIVES (15 MIN.)

Code Materials



- Today's letter-sound correspondences can be found on these pages of the Consonant Code Flip Book:

Consonant Code Flip Book	
1. 'kn' > /n/ *(knock)* **page 16**	3. 'wh' > /w/ (*when*) **page 21**
2. 'wr' > /r/ (*wrist*) **page 18**	4. 'qu' > /qu/ *(quit)* **page 25**

- Tell students that today you are going to focus on some spellings for consonant sounds found mostly at the beginning of words. Remember to review previously taught spellings as well.
- Write the spelling 'kn' on the board and ask students, "If you saw this spelling in a word, what would you say?" Remind students the spelling 'kn' is pronounced /n/.
- Once students have provided the sound(s), ask them for the letter names.
- Summarize the information: "When we see the letters 'k' and 'n' side by side like this, we recognize they make up a single spelling and we say /n/."
- Show the students the 'kn' > /n/ (*knock*) Spelling Card. Have students read the sample word. Discuss what the power bar tells us about this spelling.
- Add the Spelling Card to **Consonant Code Flip Book page 16**.

TEKS 2.2.B.ii Demonstrate and apply phonetic knowledge by decoding words with silent letters such as knife and gnat;
TEKS 2.2.C.ii Demonstrate and apply spelling knowledge by spelling words with silent letters such as knife and gnat.

- Distribute the red markers.
- Ask students to outline the card in their Individual Code Charts; the spellings for today can be found on these pages of the Individual Code Chart:

Individual Code Chart	
1. 'kn' > */n/ (knock)* **page 4**	3. 'wh' > /w/ (*when*) **page 5**
2. 'wr' > */r/* (*wrist*) **page 5**	4. 'qu' > /qu/ *(quit)* **page 6**

- Repeat this process for the other spellings, writing each spelling on the board and adding its Spelling Card to the Consonant Code Flip Book. Ask students each time to outline the appropriate card and the letter spelling in their Individual Code Charts.
- Remember to point out and discuss the power bar for each spelling.

PRACTICE SPELLING ALTERNATIVES (10 MIN.)

- Ask students to turn to Activity Page 16.1.
- Guide students through the first two items. First, ask students to name the picture, then circle the letters that spell the picture name. Then ask students to write the picture name on the line provided.

Activity Page 16.1

Activity Page 16.1: Spelling Alternatives for Consonant Sounds

Have students complete the rest of Activity Page 16.1 independently. Review students' work and jot down the names of students who would benefit from additional practice.

Lesson 16: "The Ham"

Reading

20M

Primary Focus: Students will read "The Ham" with purpose and understanding, and will answer oral evaluative questions about key details in the text.

TEKS 2.4; TEKS 2.6.C; TEKS 2.6.G

INTRODUCE THE STORY (5 MIN.)

Reader

Page 16

- Ask students to turn to the table of contents and locate the story that comes after "The Snack Mix." Ask students to tell you the page number on which "The Ham" starts. *(page 16)*

Preview Core Vocabulary

- Preview the following vocabulary words with students. Allow students to ask questions to clarify the meaning of these words as necessary.

ham—n., smoked meat from the back leg of a pig (16)
Example: Mr. Beal ate ham and mashed potatoes for dinner.

quilt—n., a thick blanket made by sewing small pieces of fabric together (16)
Example: The quilt kept him warm in bed in the winter.

tug—v., to pull in a strong way (20)
Example: I helped my dad tug the old lawnmower out of the shed.

yank—v., to pull or take out suddenly (20)
Example: With a yank, his tooth came right out.

Support

Hold up the cards you prepared in advance for the words *tug* and *yank*. Review the definitions and discuss how the words are very similar but have slightly different meanings. Act out situations as a class where the shades of meaning are more obvious. For example, "I may *tug* a blanket up under my chin to get comfortable, but I may *yank* a toy out of my friend's hand when I am angry."

TEKS 2.4 The student reads grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy) and prosody) when reading grade-level text; **TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.6.G** Evaluate details read to determine key ideas.

Vocabulary Chart for "The Ham"			
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary			ham quilt tug yank
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

Purpose for Reading

- Ask students to predict what the story might be about based on the title.
- Tell students they should read carefully to find out if their predictions are correct.
- Remind students to observe punctuation when reading.

READ "THE HAM" (15 MIN.)

- Have students read "The Ham" as a class, with individual students reading aloud.

Observation: Anecdotal Reading Record

As you listen to students read "The Ham," make notes regarding their individual reading ability in the Anecdotal Reading Record.

ENGLISH LANGUAGE LEARNERS

Reading

Exchanging Information and Ideas

Beginning
Ask several questions in a yes/no format.

Intermediate
Allow students to work with a partner to answer a question.

Advanced/Advanced High
Guide students in adding additional information to answer a discussion question.

ELPS 4.G

Challenge

Ask students to return to discussion question 1 and write a short response of four sentences using words that describe the cat bandit.

Wrap-Up

- Discuss the story using the following questions. Remind students to answer in complete sentences, incorporating the question stem in the answer.

Discussion Questions for "The Ham"

1. **Evaluative.** Based on this and other stories that we have read, what words could you use to describe the cat bandit?
   - » Answers may vary.
2. **Evaluative.** In what ways is the cat bandit clever, or smart, in this story?
   - » Answers may vary, but may include information about how he created a tool using a belt and magnet to get the pan down.
3. **Evaluative.** What ideas do you have about how the family could have kept the cat bandit from getting the ham?
   - » Answers may vary.
4. **Evaluative.** How is the cat bandit similar to, or like, other pets you know? How is the cat bandit different from other pets you know?
   - » Answers may vary.

Observation: Discussion Questions

Call on a different student to answer each question. Note students' names and performance in the Discussion Questions Observation Record, using the codes provided.

Lesson 16: Spelling

Language

15M

Primary Focus: Students will segment, blend, and spell a variety of two-syllable short vowel words, and the Tricky Word *how*. **TEKS 2.2.B.vi; TEKS 2.2.C.v**

Students will decode words with inflectional endings, including *-ing*. **TEKS 2.2.B.vi**

Students will spell words using knowledge of syllable division patterns, including words with double consonants in the middle of the word. **TEKS 2.2.C.v**

INTRODUCE SPELLING WORDS TEKS 2.2.B.vi; TEKS 2.2.C.v

- Have students turn to Activity Page 16.2. Explain that this is a list of the spelling words they will practice for the week.
- Read and write each spelling word and have students repeat the word after you. Remind students that the last word is a Tricky Word and must be memorized. As you go through the list, review the pattern for doubling a final consonant when adding the suffix *–ing*.
- Ask students to use each word in a sentence, making sure to explain the meaning of any words they do not know.
- The words for this week are:

1. snacking
2. mixing
3. smelling
4. running
5. kissing
6. buzzing
7. hitting
8. until
9. problem

Tricky Word: how

TEKS 2.2.B.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; **TEKS 2.2.C.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.

Activity Page 16.2

ENGLISH LANGUAGE LEARNERS

Language

Using Verbs and Verb Phrases

Remind, or reteach, that the suffix *–ing* changes the meaning of the base word. Write the sentence "I sleep." on the board." Discuss that the action of *sleep* is in the present. It is happening now. Then write "I am sleeping." Guide students to understand that the sleep is still happening in the present and it is continuing. This is a subtle difference worth noting as students assimilate this suffix into their oral and written language.

ELPS 4.G; ELPS 5.C

Challenge

Work with students to categorize this week's spelling words into the following three categories to help them identify real-life connections to the words: "Things a person is continuing to do," "Something a person can have," and "Other."

End Lesson

Take-Home Material

SPELLING WORDS; FAMILY LETTER

Activity Pages 16.2, 16.3

- Have students take home Activity Pages 16.2 and 16.3 to share with a family member.

Lesson 16: Foundational Skills Remediation

Additional Support

DECODABLE WORDS

- Use the following list of words to extend your lessons.

1. knit	6. wrist	11. quest
2. knot	7. whisk	12. quench
3. quick	8. quiz	13. wrong
4. quack	9. wrap	14. squint
5. knock	10. quit	15. whiff

MORE HELP WITH SPELLING ALTERNATIVES

- Make one copy of **Activity Page TR 16.1** for each student.
- Ask students to read the words in the box then write each word under its matching picture. There will be words that will not be used.
- Have students choose two words from the word box and write them on the back of the page. Then have students write a sentence for each word.

LESSON

17

REVIEW

Spelling Alternatives and Tricky Words

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will review the sound/spellings /j/ > 'ge' and /v/ > 've'. TEKS 2.2.B.i
- Students will read words in columns presorted by the sounds /j/ and /v/, and will circle letters in the words that produce the target sounds. TEKS 2.2.B.i
- Students will read the Tricky Words *what*, *where*, *why*, and *from*. TEKS 2.2.B.vii

Language (Grammar)

- Students will rearrange scrambled sentences to create complete sentences with proper capitalization and punctuation. TEKS 2.11.D.x

Reading

Students will read "The Fish" aloud with purpose and understanding, and will answer oral evaluative questions about key details in the text.

- TEKS 2.4; TEKS 2.6.C; TEKS 2.6.G

FORMATIVE ASSESSMENT

Activity Page 17.1	**Practice Spelling Alternatives** TEKS 2.2.B.i
Observation	**Anecdotal Reading Record** "The Fish" TEKS 2.4
Observation	**Discussion Questions** "The Fish" TEKS 2.6.G

TEKS 2.2.B Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (vii) identifying and reading high-frequency words from a research-based list; **TEKS 2.11.D.x** Edit drafts using standard English conventions, including end punctuation, apostrophes in contractions, and commas with items in a series and in dates; **TEKS 2.4** The student reads grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy) and prosody) when reading grade-level text; **TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.6.G** Evaluate details read to determine key ideas.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Review Spelling Alternatives (Phonics)	Whole Group	15 min.	❑ Consonant Code Flip Book ❑ Spelling Cards for 'ge' > /j/ (*fringe*), 've' > /v/ (*twelve*) ❑ tape ❑ Individual Code Chart ❑ red markers
Practice Spelling Alternatives (Phonics)	Whole Group	10 min.	❑ Activity Page 17.1
Tricky Words: *What*, *Where*, *Why*, *From* (Word Recognition)	Whole Group	10 min.	❑ marker ❑ yellow index cards for *what*, *where*, *why*, *from*
Language (Grammar)			
Unscramble Decodable Sentences	Whole Group	5 min.	❑ prepared sentence strips or index cards ❑ tape
Reading			
Introduce the Story	Whole Group	20 min.	❑ *The Cat Bandit*
Read "The Fish"			
Take-Home Material			
"The Ham"; Tricky Word Practice			❑ Activity Pages 17.2, 17.3

ADVANCE PREPARATION

Foundational Skills

- Prepare to display the Consonant Code Flip Book within view of all students; also have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and red markers readily available.
- Write the following Tricky Words on yellow index cards, one word per card: *what*, *where*, *why*, and *from*.

Digital Component 17.1

- Create an enlarged version of Activity Page 17.1 (Digital Component 17.1) to display for Practice Spelling Alternatives, or use the digital version.

Language

- Write the following sentences on index cards (one word per card) or sentence strips. The punctuation should be on a separate card. If using sentence strips, cut the sentence apart so only one word is on each section. Please make sure the punctuation mark is on a separate card. After writing the sentences, tape the word and punctuation cards randomly to the board.
  - Where was the ham?
  - It stuck to the pan.

Reading

Digital Component 12.2

- Display and be prepared to use the Cat Bandit chart.

Universal Access

- Prepare to use a flashlight and a magnifying glass to show how a lens focuses light.

Lesson 17: Spelling Alternatives and Tricky Words

Foundational Skills

35M

Primary Focus

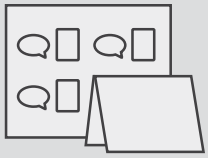
Students will review the sound/spellings /j/ > 'ge' and /v/ > 've'. **TEKS 2.2.B.i**

Students will read words in columns presorted by the sounds /j/ and /v/, and will circle letters in the words that produce the target sounds. **TEKS 2.2.B.i**

Students will read the Tricky Words *what*, *where*, *why*, and *from*. **TEKS 2.2.B.i; TEKS 2.2.B.vii**

REVIEW SPELLING ALTERNATIVES (15 MIN.)

Code Materials



- Turn to **page 8** in the **Consonant Code Flip Book**. Tell students they will focus on spelling alternatives for consonant sounds that they will find most frequently at the end of words.
- Using the same procedure as in earlier lessons, review the following letter-sound correspondences found on these pages of the Consonant Flip Book:

Consonant Code Flip Book
1. 'ge' > /j/ (*fringe*) **page 8**
2. 've' > /v/ (*twelve*) **page 10**

- Place the Spelling Cards on the appropriate Code Flip Book pages.
- Show students these spelling alternatives are used at the end of words.
- Point out and discuss the power bar for each spelling.
- Distribute the red markers.
- The letter-sound correspondences for today can be found on the following pages of the Individual Code Chart. Remember to review previously taught spellings for the same sound(s).

TEKS 2.2.B Demonstrate and apply phonetic knowledge by (i) decoding words with short, long, or variant vowels, trigraphs, and blends; (vii) identifying and reading high-frequency words from a research-based list.

Individual Code Chart
1. ‘ge’ > /j/ (*fringe*) **page 2**
2. ‘ve’ > /v/ (*twelve*) **page 3**

- Guide students in outlining each of the appropriate cards and letter spellings on the Individual Code Chart.

PRACTICE SPELLING ALTERNATIVES (10 MIN.)

- Have students turn to Activity Page 17.1 while you display the digital version.

Activity Page 17.1

Digital Component 17.1

- Read each word on the activity page together as a class.
- Complete the first two words from each column together as a class, underlining the spelling alternative.

Activity Page 17.1: Practice Spelling Alternatives

If students seem comfortable with the pattern, have them fill in the rest of the table on their own. Otherwise, complete the remaining items together. Collect the activity page and review students’ performance. Make note of students who would benefit from additional practice.

TRICKY WORDS: WHAT, WHERE, WHY, FROM (10 MIN.)

Tricky Word Review

- For each Tricky Word card, begin by reading the word. Next, discuss which part of the word is read just as one would expect and which part is tricky. Finally, use the word in an oral sentence.

Tricky Word: *What*

- **Expected:** the letters ‘wh’ are pronounced /w/ and the letter ‘t’ is pronounced /t/. **Tricky:** the letter ‘a’ is pronounced as the /u/ sound..

Tricky Word: *Where*

- **Expected:** the letters 'wh' are pronounced /w/ and the letter 'r' is pronounced /r/. **Tricky:** the letters 'e_e' are pronounced /ae/.

Tricky Word: *Why*

- **Expected:** the letters 'wh' are pronounced /w/. **Tricky:** the letter 'y' is pronounced /ie/.

Tricky Word: *From*

- **Expected:** the letter 'f' is pronounced /f/, the letter 'r' is pronounced /r/, the letter 'm' is pronounced /m/. **Tricky:** the letter 'o' is pronounced /u/.
- Add the new Tricky Word cards to the Tricky Word Wall.

Lesson 17: Grammar

Language

5M

Primary Focus: Students will rearrange scrambled sentences to create complete sentences with proper capitalization and punctuation. **TEKS 2.11.D.x**

UNSCRAMBLE DECODABLE SENTENCES

- Tell students today they are going to learn how to unscramble sentences using the sentences you placed on the board in advance. Explain that something that is scrambled is all mixed up. When we unscramble something, we put it back in the right order.
- Ask students if there is a clue as to what the first word of the sentence might be. *(The word will start with a capital letter.)*
- Ask students what word would make sense to come next. Complete unscrambling the sentence in this way, stopping along the way to read aloud what has been unscrambled to check for meaning.
- Unscramble the second sentence in the same manner.

TEKS 2.11.D.x Edit drafts using standard English conventions, including end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

Lesson 17: "The Fish"

Reading

20M

Primary Focus: Students will read "The Fish" aloud with purpose and understanding, and will answer oral evaluative questions about key details in the text. **TEKS 2.4; TEKS 2.6.C; TEKS 2.6.G**

INTRODUCE THE STORY (10 MIN.)

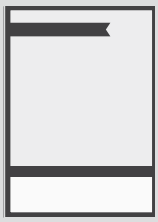
- Briefly review "The Ham" by discussing and adding the following to the Cat Bandit chart:

Digital Component 12.2

Cat Bandit Chart				
Story Title	**Food the Cat Bandit Stole**	**Where the Food Was**	**How He Got the Food**	**Sound Words**
"The Ham"	ham	big black pan	stuck a magnet on the end of a belt, swung the belt to hit and stick to the pan	clang munch

- Ask students to turn to the table of contents and locate the story that comes after "The Ham." Ask students to tell you the page number on which "The Fish" starts. *(page 22)*
- Tell students there is another punctuation mark to look for in this story. In this story they will see the comma. A comma in a sentence means to take a tiny break when reading. Write a comma on the board.
- Direct students' attention to **page 26**. Model for them how the sentence, *Then, rip!* might be read with a small pause. Then model for them how to read *munch, munch, munch* with a pause between each word. You might practice as a whole class. Also tell students a comma never comes at the beginning or end of a sentence but always somewhere within the sentence.

Reader



Page 22

TEKS 2.4 Use appropriate fluency (rate, accuracy) and prosody) when reading grade-level text; **TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.6.G** Evaluate details read to determine key ideas.

Preview Core Vocabulary

- Preview the following vocabulary words and phrase with students. Allow students to ask questions to clarify the meaning of these words and the phrase as necessary.

lenses—n., clear pieces of glass or plastic used in glasses and other tools to change the way things look (24)
Example: The lenses in her eyeglasses help her see more clearly.

glinted—v., gave off flashes of bright light (24)
Example: The diamond in her ring glinted in the sunlight.

Sayings and Phrases

quick as a flash—to do something very quickly (22)
Example: He ran out the door quick as a flash to catch the school bus.

Vocabulary Chart for "The Fish"

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words	Tier 1 Everyday Speech Words
Core Vocabulary		lenses	
Multiple-Meaning Core Vocabulary Words		glinted	
Sayings and Phrases	quick as a flash		

Purpose for Reading

- Discuss the title. Ask students what they think the cat bandit might do with a fish.
- Based on the title of today's story and the antics of the clever cat bandit, ask students to talk with their partners to come up with one prediction of what they think the cat bandit will be up to in this story.
- Tell students they should read carefully to see if their predictions are correct.

Support

After students have read the story, use the materials referenced in Advance Preparation to explain how focused light generates intense heat and can result in the breaking of the string in the story.

READ "THE FISH" (10 MIN.)

- Have students read "The Fish" as a class, with individual students reading aloud.

Observation: Anecdotal Reading Record

As you listen to students read "The Fish," make notes regarding their individual reading ability in the Anecdotal Reading Record.

- Discuss the story using the following questions. Remind students to answer in complete sentences, incorporating the question stem in the answer.

Discussion Questions for "The Fish"

1. **Evaluative.** Pretend that the lenses did not cause the string wax to melt. What other way could the cat bandit have gotten the fish?
   - » Answers may vary.
2. **Evaluative.** How might the story end if the cat bandit couldn't get the fish?
   - » Answers may vary.
3. **Evaluative.** If the fish was for the family to eat, what do you predict they would do when they found the fish had been eaten by the cat bandit?
   - » Answers may vary.
4. **Evaluative.** What patterns do you see in the cat bandit's adventures?
   - » Answers may vary.
5. **Evaluative.** How would you describe the family that lives with the cat bandit?
   - » Answers may vary.

Observation: Discussion Questions

Call on a different student to answer each question. Note students' names and performance in the Discussion Questions Observation Record, using the codes provided.

ENGLISH LANGUAGE LEARNERS

Reading

Selecting Language Resources

Ask students to use the following key temporal words in retelling the story: *first*, *then*, *next*, *finally*.

Beginning
Have students use the illustrations and provide several explicit details.

Intermediate
Have students use both illustrations and text to provide both explicit and implicit details.

Advanced/Advanced High
Have students create sentence stems such as "First the cat . . ."

ELPS 4.F

Challenge

Ask students to return to discussion question 1 and write a short response of four sentences using each of the temporal words *first*, *then*, *next*, *finally* in a sentence.

End Lesson

Take-Home Material

"THE HAM"; TRICKY WORD PRACTICE

Activity Pages
17.2, 17.3

- Have students take home Activity Page 17.2 to read with a family member and Activity Page 17.3 to complete.

Lesson 17: Foundational Skills Remediation

Additional Support

DECODABLE WORDS, SENTENCES, AND PHRASES

- Use the following lists of words, sentences, and phrases to extend the lesson.

Decodable Words

1. twelve
2. twinge
3. elves
4. valve

Sentences and Phrases

1. The hinge is brass.
2. The hen had twelve chicks.
3. the elves and the magic rabbit

MORE HELP WITH SPELLING ALTERNATIVES AND TRICKY WORDS

Reading Practice

Digital Component 17.2

- Make one copy of **Activity Page TR 17.1** for each student and display the digital version.
- Model sounding out and reading aloud sentence 1.
- Chorally read the rest of the sentences together.

Baseball Game

- Copy the baseball game board (**Activity Page TR 17.2**).
- Copy the baseball game word cards template (**Activity Page TR 17.3**).
- Divide the group into two teams, and have one team come to the front of the room and line up in front of the board.
- Each team takes a "turn at bat" as follows:
  - Pick a card from the pile and ask the first person on the team to read it. If the word is read correctly, draw a line from home plate to first base, signifying a "hit." This player should go to the back of the team's line, while the next player comes forward to read the next card. If he or she reads the word correctly, draw a line from first to second base. Play continues in this way so that each time a player reads a word correctly, a line is drawn to the next base. If the fourth player reads the word correctly, draw a line from third base to home plate and mark "1 run" for this team. Play continues by the members of this team so long as no words are misread. When a word is misread, the next team takes its turn at bat.
- As in the actual game of baseball, any "players left on base" when a word is misread do not count or add to the score.

LESSON

18

REVIEW

Tricky Words and Spelling Alternatives

PRIMARY FOCUS OF LESSON

Foundational Skills

- Students will read the Tricky Words *once, one,* and *two*. TEKS 2.2.B.vii
- Students will read words presorted by the sounds /s/ and /ch/, and will circle the letters in the words that produce the target sounds. TEKS 2.2.B.i
- Students will decode words with trigraphs. TEKS 2.2.B.i

Language (Grammar)

- Students will rearrange scrambled sentences to create complete sentences with proper capitalization and punctuation. TEKS 2.11.D.x

Reading

Students will read "The Milk" as a class with purpose and understanding; will practice reading with accuracy, appropriate rate, and expression; and will answer oral literal and inferential questions about key details in the text.

- TEKS 2.4; TEKS 2.6.G

FORMATIVE ASSESSMENT

Activity Page 18.1	**Practice Spelling Alternatives** TEKS 2.2.B.i
Observation	**Anecdotal Reading Record** "The Milk" TEKS 2.4
Observation	**Discussion Questions** "The Milk" TEKS 2.6.G

TEKS 2.2.B Demonstrate and apply phonetic knowledge by (vii) identifying and reading high-frequency words from a research-based list; (i) decoding words with short, long, or variant vowels, trigraphs, and blends; **TEKS 2.11.D.x** Edit drafts using standard English conventions, including end punctuation, apostrophes in contractions, and commas with items in a series and in dates; **TEKS 2.4** The student reads grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.G** Evaluate details read to determine key ideas.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Tricky Words: *Once*, *One, Two* (Word Recognition)	Whole Group	10 min.	❑ marker ❑ yellow index cards for the words *once*, *one, two*
Review Spelling Alternatives (Phonics)	Whole Group	15 min.	❑ Consonant Code Flip Book ❑ Spelling Cards for 'se' > /s/ (*rinse*), 'ce' > /s/ (*prince*), 'tch' > /ch/ (*itch*) ❑ tape ❑ Individual Code Chart ❑ red markers
Practice Spelling Alternatives (Phonics)	Whole Group	10 min.	❑ Activity Page 18.1
Language (Grammar)			
Sentence Capitalization and Punctuation	Whole Group	5 min.	❑ whiteboards or slips of paper for partners
Reading			
Introduce the Story	Whole Group	20 min.	❑ *The Cat Bandit*
Read "The Milk"			
Take-Home Material			
"The Chicken Nugget"			❑ Activity Page 18.2

ADVANCE PREPARATION

Foundational Skills

- Write the following Tricky Words on yellow index cards, one word per card: *once*, *one, two*.
- Prepare to display the Consonant Code Flip Book within view of all students; also have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and red markers readily available.

Digital Component 18.1

- Create an enlarged version of Activity Page 18.1 (Digital Component 18.1) to display for Practice Spelling Alternatives, or use the digital version.

Language

- Write the following scrambled sentences on the board for Sentence Capitalization and Punctuation. Do not include punctuation.
  - girl tall a is she
  - ball like to you do play

Reading

Digital Component 12.2

- Display and be prepared to use the Cat Bandit chart.

Lesson 18: Tricky Words and Spelling Alternatives

Foundational Skills

35M

Primary Focus

- Students will read the Tricky Words *once, one,* and *two*. **TEKS 2.2.B.vii**
- Students will read words presorted by the sounds /s/ and /ch/, and will circle the letters in the words that produce the target sounds. **TEKS 2.2.B.i**
- Students will decode words with trigraphs. **TEKS 2.2.B.i**

TRICKY WORDS: ONCE, ONE, TWO (10 MIN.)

Tricky Word Review

- Refer to the cards you prepared in advance and read each word. Next, discuss which part of each word is read just as one would expect and which part is tricky. Finally, use each word in an oral sentence.

Tricky Word: *Once*

- **Expected:** the letter 'n' is pronounced /n/ and the letters 'c' 'e' are pronounced /s/. **Tricky:** there is a /w/ sound that does not seem to be marked by any letter and the letter 'o' is pronounced /u/.

Tricky Word: *One*

- **Expected:** the letter 'n' is pronounced /n/. **Tricky:** there is a /w/ sound that does not seem to be marked by any spelling, and the spelling 'o_e' is pronounced /u/.

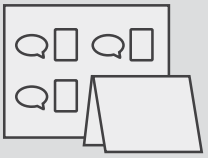
Tricky Word: *Two*

- **Expected:** the letter 't' is pronounced /t/. **Tricky:** the letter 'w' is not pronounced and the letter 'o' is pronounced /oo/.
- Add the new Tricky Word cards to the Tricky Word Wall.

REVIEW SPELLING ALTERNATIVES (15 MIN.) TEKS 2.2.B.i

- Turn to **page 7** in the **Consonant Code Flip Book.** Tell students they will focus on spelling alternatives for consonant sounds they will find mostly at the end of words. Some of these sounds are called trigraphs, which are groups of three consonants in words that make one sound.

Code Materials



TEKS 2.2.B Demonstrate and apply phonetic knowledge by (vii) identifying and reading high-frequency words from a research-based list; (i) decoding words with short, long, or variant vowels, trigraphs, and blends.

- Using the same procedure as in earlier lessons, review the following letter-sound correspondences found on these pages of the Consonant Code Flip Book. Remember to review previously taught spellings for the same sound(s).

Consonant Code Flip Book	
1. 'tch' > /ch/ (*itch*) **page 7**	3. 'ce' > /s/ (*prince*) **page 11**
2. 'se' > /s/ (*rinse*) **page 11**	

- Place the Spelling Cards on the appropriate Code Flip Book page.
- Discuss the power bar for each spelling.
- Show students these spelling alternatives that are used at the end of words.
- Distribute the red markers.
- The letter-sound correspondences for today can be found on the following pages of the Individual Code Chart:

Individual Code Chart	
1. 'tch' > /ch/ (*itch*) **page 2**	3. 'ce' > /s/ (*prince*) **page 3**
2. 'se' > /s/ (*rinse*) **page 3**	

- After each letter-sound correspondence is reviewed on the Code Flip Book page, guide students in outlining each of the appropriate cards and spellings on the chart.

PRACTICE SPELLING ALTERNATIVES (10 MIN.)

Digital Component 18.1

Activity Page 18.1

- Have students turn to Activity Page 18.1 as you display the digital version.
- Read each word together as a class.
- Then, complete the first two words from each column together as a class, circling the spelling alternative in each word.

Activity Page 18.1: Practice Spelling Alternatives

If students seem comfortable with the exercise, have them complete the activity page on their own. Otherwise, complete the remaining items together. Collect the activity page and review students' performance. Make note of students who would benefit from additional practice.

Lesson 18: Grammar

Language

5M

Primary Focus: Students will rearrange scrambled sentences to create complete sentences with proper capitalization and punctuation. **TEKS 2.11.D.x**

SENTENCE CAPITALIZATION AND PUNCTUATION

- Remind students they have reviewed three different types of ending punctuation. Ask them to tell you the names of the punctuation types and what purpose they serve. *(period, end of sentence; question mark, end of a sentence that is a question; exclamation point, end of a sentence that is read with excitement)*
- Next, ask students what type of letter is used to start the first word of a sentence. *(a capital letter)*
- Tell students today they are going to work again with scrambled sentences, reminding them that in order to make sense, the words on the board need to be placed in a different order to create a sentence.
- Referring to the scrambled sentences you wrote on the board, have the class read each word of the first sentence aloud exactly as it is written on the board. Ask students to orally suggest different ways the words may be reordered to make a meaningful sentence. There is more than one way to reorder the words; this may result in a sentence that is a statement, a question, or even an exclamation.
- Ask a student to come to the board to write the correct capitalization and ending punctuation for each oral sentence created as a group. Instruct the rest of the class to monitor what students are writing and to be ready to indicate what changes each student makes in rewriting the words and why.

ENGLISH LANGUAGE LEARNERS

Language

Interacting via Written English

Write a period, question mark, and exclamation point on the board. Use the visual support to cue students during the activity.

ELPS 4.F

TEKS 2.11.D.x Edit drafts using standard English conventions, including end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

- Follow the same procedure for the second sentence.

Lesson 18: "The Milk"

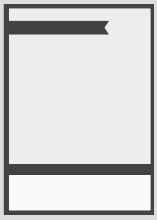
Reading

20M

Primary Focus: Students will read "The Milk" as a class with purpose and understanding; will practice reading with accuracy, appropriate rate, and expression; and will answer oral literal and inferential questions about key details in the text. TEKS 2.4; TEKS 2.6.G

INTRODUCE THE STORY (5 MIN.)

Reader



Page 28

- Briefly review "The Fish" by discussing and adding the following to the Cat Bandit chart:

Digital Component 12.2

Cat Bandit Chart				
Story Title	**Food the Cat Bandit Stole**	**Where the Food Was**	**How He Got the Food**	**Sound Words**
"The Fish"	fish	hanging on a string	put glasses in the sun, the sun from the glasses shone on the string, the string went rip	rip munch

- Ask students to turn to the table of contents and locate the story that comes after "The Fish." Ask students to tell you the page number on which "The Milk" starts. *(page 28)*
- Remind students there were commas in the previous story, and tell them there will be commas in "The Milk" as well. Commas tell the reader to take a tiny break or small pause when reading.

TEKS 2.4 The student reads grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.G** Evaluate details read to determine key ideas.

Preview Core Vocabulary

- Preview the following vocabulary words with students. Allow students to ask questions to clarify the meaning of theses words, as necessary.

shed—n., a small, simple building where things are stored (28)
Example: He put the lawnmower back in the shed.

hung—v., attached to something with no support from below (28)
Example: She hung off the branch of the tree and kicked her legs.

swung—v., moved backward and forward around a point (30)
Example: I swung the baseball bat and hit the ball.

lap—v., to get food or drink into the mouth using the tongue (32)
Example: I watched the dog lap up water from the puddle.

Vocabulary Chart for "The Milk"			
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary			shed hung swung
Multiple-Meaning Core Vocabulary Words			lap
Sayings and Phrases			

Purpose for Reading

- Tell students they should read the story carefully to find out what the cat will do with the milk.

READ "THE MILK" (15 MIN.)

- Have students read "The Milk" together as a class, with individual students reading aloud. There are many options for students to read a story together as a whole class, but do not read it as a choral read.

Support

Explain that *lap* can also mean the area on top of a person's legs when sitting down.

Challenge

Write a two-to-four sentence short story using the word *lap* and its meaning from "The Milk" in a new setting.

Observation: Anecdotal Reading Record

As you listen to students read "The Milk," make notes regarding their individual reading ability in the Anecdotal Reading Record.

Wrap-Up

- Discuss the story using the following questions. Remind students to answer in complete sentences, incorporating the question stem in the answer.

Discussion Questions for "The Milk"

1. **Literal.** What did Beth leave on the deck?
   - » Beth left a glass of milk on the deck.
2. **Inferential.** Why couldn't the cat bandit get the milk at first?
   - » It was too high.
3. **Inferential.** What was the purpose of the string that stretched from the shed to the deck?
   - » The purpose of the string is to dry clothes.
4. **Literal.** How did the cat bandit get from the shed to the deck?
   - » He got to the top of the shed, swung the belt on top of the string, then zipped off on the string.
5. **Inferential.** Why did the cat bandit kick the cup?
   - » He kicked the cup so he could drink the milk.

ENGLISH LANGUAGE LEARNERS

Language

Selecting Language Resources

Beginning
Provide students with an oral word bank to help answer inferential questions (e.g., *string*, *shed*, *deck*, *clothes*).

Intermediate
Provide students with specific sentence frames to help answer inferential questions (e.g., "The purpose of the string . . . .").

Advanced/Advanced High
Encourage students to use key details from the text to answer inferential questions.

ELPS 3.B

Observation: Discussion Questions

Call on a different student to answer each question. Note students' names and performance in the Discussion Questions Observation Record, using the codes provided.

End Lesson

Take-Home Material

"THE CHICKEN NUGGET"

- Have students take home Activity Page 18.2 to read to a family member.

Activity Page 18.2

Lesson 18: Foundational Skills Remediation

Additional Support

DECODABLE WORDS, SENTENCES, AND PHRASES

- Use the following lists of words, sentences, and phrases to extend your lessons.

Decodable Words

1. itch
2. catch
3. fetch
4. match
5. hatch

Sentences and Phrases

1. a witch with a hat
2. Catch the fish!
3. a dog fetching a stick
4. The fence is red.

WIGGLE CARDS

1. Solve this: two plus one.

MORE HELP WITH SPELLING ALTERNATIVES

Word Sort

- Write a selection of words from the boxes below on **index cards**, one word per card.
- Write column headers on the board/chart paper for each spelling students have learned for /s/: 's', 'ss', 'c', 'ce', 'se'.
- Have students read the word on a card and identify which spelling for /s/ is used.
- Ask students to tape the word under the proper header.

s	ss	c	ce	se
sand sift sun self sick sunset spot list stop still seven swim skip scan	press mess fuss dress kiss miss less hiss grass progress fitness	cent cell citrus dancing prancing process princess	dance prance fence lettuce France prince	rinse pulse dense

Race to the Top

- Make a copy of the Game Board Template (**Activity Pages TR 12.2, TR 12.3**) for each player.
- Use the cards from the Word Sort activity, and follow instructions for Race to the Top in Lesson 12.

LESSON

19

REVIEW

Tricky Words

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will review the Tricky Words *he, she, we, be, me, the, a, was, from, of, to, do, down, how, what, where, why, once, one*, and *two*. TEKS 2.2.B.vii

Students will read words with the past-tense marker *–ed*, will identify that 'ed' > /e/ + /d/, /d/, and /t/, and will write words in sorted columns by the sound of *–ed*. TEKS 2.2.B.vi; TEKS 2.2.C.vi

Reading

Students will reread "The Milk" aloud in small groups with accuracy, appropriate rate, and expression; will answer written multiple-choice questions about key details in the text; and will answer oral literal questions about the sequence of events in the story. TEKS 2.4; TEKS 2.6.G; TEKS 2.7.D; TEKS 2.8.C

FORMATIVE ASSESSMENT

Activity Page 19.1	**Sound Search** TEKS 2.2.B.vi; TEKS 2.2.C.vi
Observation	**Anecdotal Reading Record** "The Milk" (Group 1) TEKS 2.4
Activity Page 19.2	**Story Questions** "The Milk" (Group 2) TEKS 2.6.G; TEKS 2.8.C

TEKS 2.2.B. Demonstrate and apply phonetic knowledge by (vii) identifying and reading high-frequency words from a research-based list; (vi) decoding words with prefixes including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; **TEKS 2.4** The student reads grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Practice Tricky Words (Word Recognition)	Whole Group	10 min.	❑ two rulers or pointers
Review Past Tense Marker *–ed* (Phonics)	Whole Group	15 min.	❑ Consonant Code Flip Book ❑ Spelling Cards, 'ed' > /d/ (*filled*), 'ed' > /t/ (*asked*) ❑ tape ❑ Individual Code Chart ❑ red markers
Sound Search (Phonics)	Whole Group	10 min.	❑ Activity Page 19.1
Reading			
Introduce the Story	Whole Group	5 min.	❑ *The Cat Bandit* ❑ Activity Page 19.2
Reread "The Milk"	Small Group/ Partner	20 min.	

ADVANCE PREPARATION

Note to Teacher

Today you will review the past tense marker *–ed*. In English, the past tense of a verb is frequently marked by adding the letters 'ed' to the end of the root word. The letters 'ed' can be pronounced three different ways:

- /e/ + /d/ as in *started*
- /d/ as in *filled*
- /t/ as in *asked*

The pronunciation of the past tense marker is determined by the sound preceding it—that is, by the last sound in the root word to which the 'ed' ending is added.

After **voiced consonant sounds** (/b/, /g/, /v/, /th/, /z/, /zh/, /j/, /n/, /m/, /ng/, /l/, /r/) and after vowel sounds (all of which are voiced), the past tense marker is pronounced as a voiced /d/ as in *filled, hugged,* and *sighed*.

After **voiceless consonant sounds** (/p/, /k/, /f/, /th/, /s/, /sh/, /ch/), the past tense marker is pronounced as a voiceless /t/ as in *asked* or *fished*.

After the **sounds /t/ and /d/**, the past tense marker is pronounced /ed/ as in *started* and *added*. This is the pronunciation you would expect based on the spelling 'ed', /e/ /d/, but it is actually much less common than the other pronunciations.

It is the **sound** preceding the past tense marker (particularly the voiced or unvoiced nature of the sound) that determines the pronunciation of the past tense marker, **not the spelling**.

Although these guidelines may sound confusing, most students are able to master the pronunciation of past tense endings fairly rapidly, **without learning any pronunciation rules**. This is partly because students have heard many past tense verbs in oral speech. Having heard the word *tagged* in oral speech in sentences like, "I tagged you," they are less likely to give the printed form of the word a two-syllable pronunciation (i.e., /t/ /a/ /g/ /e/ /d/). Their mouths will also tend to guide them to the correct pronunciation. It is much easier to say *rinsed* with a /t/ at the end than to say it with a /d/ at the end. The mouth resists the shift from voiceless to voiced that is required to say /r/ /i/ /n/ /s/ /d/.

Because memory of the spoken form provides a starting point for many words and because the mouth tends to resist at least some erroneous pronunciations, most of the students will be able to learn to pronounce the past-tense endings in words like *dropped, rinsed,* and *hosed* correctly after the introduction provided here, and some practice.

Foundational Skills

- Write all of the Tricky Words reviewed in previous lessons (*he, she, we, be, me, the, a, was, from, of, to, do, down, how, what, where, why, once, one, two*) on the board at a level where students will be able to tap them with a ruler or a pointer or be prepared to use the Tricky Word Wall.
- Prepare to display the Consonant Code Flip Book within view of all students; also have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and red markers readily available.

Digital Component 19.1

- Prepare the blank chart for Review Past Tense Marker –*ed* (Digital Component 19.1) or use the digital version.

Reading

Digital Component 12.2

- Display and be prepared to use the Cat Bandit chart.

Universal Access

- Write decodable words ending with –*ed* on individual index cards for students to sort by the sound 'ed' makes: *thanked*, *rested*, *spilled*, *camped*, *dropped*, *trimmed*, *yelled*, *folded*, *acted*.

Lesson 19: Tricky Word Review

Foundational Skills

35M

Primary Focus

Students will review the Tricky Words *he, she, we, be, me, the, a, was, from, of, to, do, down, how, what, where, why, once, one*, and *two*. **TEKS 2.2.B.vii**

Students will read words with the past-tense marker *–ed*, will identify that 'ed' > /e/ + /d/, /d/, and /t/, and will write words in sorted columns by the sound of *–ed*. **TEKS 2.2.B.vi; TEKS 2.2.C.vi**

PRACTICE TRICKY WORDS (10 MIN.)

Tap the Tricky Word

- Today you will review Tricky Words with a game called "Tap the Tricky Word."
- Divide the class into two groups and have each group line up by the board.
- You will call out a Tricky Word. One student from each team will race to find the word on the board or wall and tap it with their ruler. The first student to find the word and tap it earns a point for their team.

REVIEW PAST TENSE MARKER –ED (15 MIN.) TEKS 2.2.C.vi

- Tell students when something happened in the past, we add a two-letter suffix to the verb.
- Explain that the letters 'ed' are added to the end of a verb. The *–ed* suffix is called the "past tense marker" or the "past tense ending."
- Direct students' attention to the chart you prepared in advance or the digital version.

Digital Component 19.1

–ed		
/e/ + /d/	**/d/**	**/t/**

TEKS 2.2.B Demonstrate and apply phonetic knowledge by (vii) identifying and reading high-frequency words from a research-based list; (vi) decoding words with prefixes including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

Support

Consider playing this game in pairs to provide support for students who are still mastering these Tricky Words.

ENGLISH LANGUAGE LEARNERS

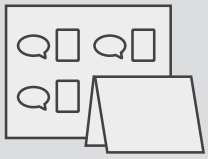
Foundational Skills

Foundational Literacy Skills

Explain that in English, when saying that someone did something in the past, *–ed* is added to the end of words. The way *–ed* is pronounced depends on what sounds come before it.

ELPS 4.C

Code Materials



- Explain that these letters, 'ed', are pronounced differently depending on the sounds that come before them:
  - The letters 'ed' may be pronounced the expected way: **/e/ + /d/**. Write the word *acted* on the board in the **/e/ + /d/** column. Underline the past tense marker 'ed'. Read the word *acted* and use it in a sentence.
  - The letters 'ed' may be pronounced as **/d/**. Write the word *filled* on the board in the **/d/** column. Underline the past tense marker 'ed'. Read the word *filled* and use it in a sentence.
  - The letters 'ed' may be pronounced as **/t/**. Write the word *asked* on the board in the **/t/** column. Underline the past tense marker 'ed'. Read the word *asked* and use it in a sentence.
- Tell students when they see the past tense marker 'ed' at the end of a verb, they should say one of these three pronunciations. Usually students will not have trouble figuring out which pronunciation to choose because their mouth will "want" to say one of these. (It is difficult and "sounds wrong" to pronounce /d/ after sounds where /t/ is the regular pronunciation, and vice versa.)
- Using the same procedure as in earlier lessons, review the following letter-sound correspondences found on these pages of the Consonant Code Flip Book:

Consonant Code Flip Book
1. 'ed' > /t/ (*asked*) **page 3**
2. 'ed' > /d/ (*filled*) **page 4**

- Point out and discuss the power bar for each spelling.
- Add the cards to the appropriate places on the Code Flip Book page.
- Distribute the red markers. Have students outline the appropriate card and letter spelling in their Individual Code Charts. The spellings for today can be found on these pages of the Individual Code Chart:

Individual Code Chart
1. 'ed' > /t/ (*asked*) **page 1**
2. 'ed' > /d/ (*filled*) **page 1**

Check for Understanding

Write each of the following past tense verbs on the board, use each word in a sentence, and ask students where it should be added on the chart: *rested* (pronunciation 1), *packed* (pronunciation 3), and *hummed* (pronunciation 2).

After using each word in a sentence, point to each section of the chart. Students should use a thumbs-up or thumbs-down to indicate their idea for placement. Take note of students who are consistently incorrect. Consider meeting with them for a remediation lesson later.

Note: Your completed chart will look like the following:

–ed		
/e/ + /d/	**/d/**	**/t/**
acted	filled	asked
rested	hummed	packed

SOUND SEARCH (10 MIN.)

- Have students turn to Activity Page 19.1.
- Explain that the word bank printed at the top of the activity page includes a number of words containing the past tense marker 'ed'.
- Call students' attention to the first word which has already been sorted and then written in the appropriate column. Direct students to read and sort the remaining words independently.
- After the words have been sorted on the activity page, read aloud as a class the story at the bottom of the activity page containing *–ed* words.

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Using the index cards you prepared in advance, have students sort the words by the sound of 'ed'. Have students place the cards on the appropriate column on the chart you used in the lesson.

ELPS 2.C

Activity Page 19.1

Activity Page 19.1: Sound Search

Collect and review Activity Page 19.1 to be certain that students have correctly sorted all words. Make a note of any students who did not complete the sorts correctly and provide additional practice at a later time.

Lesson 19: "The Milk"

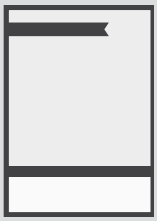
Reading

25M

Primary Focus: Students will reread "The Milk" aloud in small groups with accuracy, appropriate rate, and expression; will answer written multiple-choice questions about key details in the text; and will answer oral literal questions about the sequence of events in the story. **TEKS 2.4; TEKS 2.6.G; TEKS 2.7.D; TEKS 2.8.C**

INTRODUCE THE STORY (5 MIN.)

Reader



Page 28

- Tell students they will reread the story "The Milk" in small groups today.
- Briefly review "The Milk" by discussing and adding the following to the chart:

Digital Component 12.2

Cat Bandit Chart				
Story Title	**Food the Cat Bandit Stole**	**Where the Food Was**	**How He Got the Food**	**Sound Words**
"The Milk"	milk	deck	got Dad's belt, swung the belt on the string, zipped off on the string, kicked the cup to spill the milk	whiz pop thwack lap

Purpose for Reading

TEKS 2.4 The student reads grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.7.D** Retell and paraphrase texts in ways that maintain meaning and logical order; **TEKS 2.8.C** Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.

- Explain that rereading a story gives students an opportunity to increase their fluency. A fluent reader is not someone who races and speeds when reading; instead, a fluent reader can read with expression and does not have to frequently stop to sound out words.
- Ask students if they remember what types of punctuation can help them read with expression. *(question marks, exclamation points, and commas)* Encourage students to pay attention to all punctuation when reading. **TEKS 2.4**

REREAD "THE MILK" (20 MIN.)

Small Group

Group 1: Have students who need more support when reading form a group. Have students take turns reading the story aloud to you. Ask students to point out new spellings. Check comprehension by completing Activity Page 19.2 together.

Observation: Anecdotal Reading Record

As you listen to Group 1 students read "The Milk," make notes regarding their individual reading ability in the Anecdotal Reading Record.

Group 2: Ask students who are able to do independent work to sit with their partners, take out their Readers, and take turns reading the story "The Milk" aloud to one another. When they finish reading the story, have them complete Activity Page 19.2.

Activity Page 19.2: Story Questions

Collect and review Activity Page 19.2 from Group 2. Students who did not get these questions correct may benefit from reviewing how to look back in the text to find the answer to a question.

Wrap-Up

- Review with all students the sequence of "The Milk." Using temporal words, guide students to recount the events from the story. Your guiding questions should include:

TEKS 2.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Activity Page 19.2

Challenge

Have students reread "The Milk" and make a list of all onomatopoeia words they find. For an additional challenge, encourage students to try using these words in new sentences of their own. Words found should include: *whiz*, *pop*, *thwack*, *lap*.

ENGLISH LANGUAGE LEARNERS

Reading

Understanding Cohesion

Beginning
Ask students yes/no questions about the sequence of events.

Intermediate
Provide several temporal words and ask students to supply the event while guiding them to the appropriate place in the text.

Advanced/Advanced High
Provide several temporal words and ask students to supply the event.

ELPS 4.G

- "What was the **first** thing that happened in 'The Milk' story?
- What happened **next?**
- **After that**, what happened?
- What was the **final** thing to happen in the story?"

End Lesson

Lesson 19: Foundational Skills Remediation

Additional Support

DECODABLE WORDS AND PHRASES

- Use the following lists of words, sentences, and phrases to extend your lessons.

Decodable Words

1. drenched
2. mashed
3. scuffed
4. webbed
5. tricked
6. spelled
7. planned
8. asked
9. dropped
10. finished
11. bumped
12. fixed
13. skipped
14. matched
15. yelled
16. napped

Sentences

1. We can and we will.
2. What happened?
3. Dad finished last.
4. She kissed me!
5. He was stunned.
6. He cannot stop grinning.
7. Jan stretched her leg.
8. Will he yell?
9. He finished with lunch.
10. She filled the cup with punch.
11. The ham smelled odd.
12. Is this spelled wrong?

MORE HELP WITH PAST TENSE MARKER –ED

Word Sort

- Write several words containing the past tense marker *–ed* on **index cards**, one word per card: *drifted, dotted, spotted, landed, added, drenched, mashed, scuffed, webbed, tricked, spelled, planned, asked, dropped, finished, bumped, fixed, skipped, matched, yelled, napped.*
- Write column headers on the board/chart paper for each pronunciation for past tense marker *–ed*: /e/ + /d/, /d/, /t/.
- Have students read the word on a card and tell you which sound the past tense marker is making.
- Ask students to tape the word under the proper header.

–ed		
/e/ + /d/	**/d/**	**/t/**

MORE HELP WITH TRICKY WORDS AND –ED WORDS

Roll, Flip, Read

- Make several copies of the **Word Card Template (Activity Page TR 19.1)**.
- Select words from today's Practice Tricky Words lesson and the Additional Support Decodable Words list. Create a set of **cards** for each player that has a word to be read on one side and a number on the other side.
- Call out a number at random and have each student take turns finding a card with that number on it in his or her stack. The student then reads the card aloud. If the word is read correctly, the student may then roll a **die** and whatever number it lands on is the number of points he or she receives.
- The student with the most points is the winner.
- An alternate way to play that does not involve dice is for each card to have a pre-assigned point value based on the difficulty of the word.

LESSON

20

ASSESSMENT AND REVIEW

Spelling Assessment and Tricky Spelling 's'

PRIMARY FOCUS OF LESSON

Language (Spelling)

Students will spell dictated words with the suffix *–ing*, double consonant spellings, and the Tricky Word *how*. TEKS 2.2.B.vi; TEKS 2.2.C.v

Foundational Skills

Students will review the Tricky Words *he*, *she*, *we*, *be*, *me*, *the*, *a*, *was*, *from*, *of*, *to*, *do*, *down*, *how*, *what*, *where*, *why*, *once, one*, and *two*. TEKS 2.2.B.vii

Students will spell words with inflectional endings, including -s. TEKS 2.2.C.vi

Students will read words with 's' > /s/ and 's' > /z/. TEKS 2.2.B.vi

Students will read and write words with 's' > /s/ and 's' > /z/ in sorted columns. TEKS 2.2.B.vi; TEKS 2.2.C.vi

FORMATIVE ASSESSMENT

Activity Page 20.1 Spelling Assessment
TEKS 2.2.C.v

Activity Page 20.2 Tricky Spelling 's'
TEKS 2.2.B.vi; TEKS 2.2.C.vi

TEKS 2.2.B.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; **TEKS 2.2.C.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; **TEKS 2.2.B.vii** Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

LESSON AT A GLANCE

	Grouping	Time	Materials
Language (Spelling)			
Spelling Assessment	Whole Group	15 min.	❑ Activity Page 20.1
Foundational Skills			
Warm-Up: Tricky Words Review (Word Recognition)	Whole Group	10 min.	❑ Tricky Word cards or Tricky Word Wall
Review Tricky Spelling 's' (Phonics)	Whole Group	20 min.	❑ Consonant Code Flip Book ❑ Spelling Card for 's' > /z/ (*dogs*), 's' > /s/ (*sun*) ❑ tape ❑ Individual Code Chart ❑ red markers
Practice Tricky Spelling 's' (Phonics)	Whole Group	15 min.	❑ Activity Page 20.2

ADVANCE PREPARATION

Foundational Skills

- Gather all the yellow index cards with the Tricky Words you have reviewed so far in this unit or be prepared to point to words on the Tricky Word Wall.
- Prepare to display the Consonant Code Flip Book within view of all students; also have the Spelling Cards listed in the Lesson at a Glance chart, student Individual Code Charts, and red markers readily available.

Digital Component 20.1

- Create an enlarged version of Activity Page 20.2 (Digital Component 20.1) to display for Practice Tricky Spelling 's', or use the digital version.

Universal Access

- Make a card with a picture of unvoiced /s/ in a sound bubble, and a second card that shows voiced /s/ in a sound bubble (similar to the images on the Spelling Cards). These cards can be used as visual scaffolding during the Tricky Spelling 's' activities in this lesson.

Lesson 20: Spelling

Language

15M

Primary Focus: Students will spell dictated words with the suffix *–ing*, double consonant spellings, and the Tricky Word *how*. **TEKS 2.2.B.vi; TEKS 2.2.C.v**

SPELLING ASSESSMENT TEKS 2.2.B.vi; TEKS 2.2.C.v

Activity Page 20.1

- Have students turn to Activity Page 20.1.
- Remind students this is the one time during the week that they will not be allowed to consult their Individual Code Chart.
- Before beginning, make sure students have Activity Page 20.1 in front of them.
- Tell students they are to write the word you say.
- Read the first word, use it in a sentence, and then read the word only once more, allowing time for students to write the word. Repeat this procedure with each of the remaining words.

1. hitting
2. running
3. mixing
4. problem
5. smelling
6. how
7. buzzing
8. snacking
9. kissing
10. until

- Direct students' attention to the lines on the bottom of the activity page. Tell students to write the phrase *running cat bandit* on those lines. Slowly repeat the phrase twice.
- After all the words have been called out, tell students you will now show them the correct spelling for each word so they can correct their own work.
- Say and write each word on the board, instructing students to correct their work by crossing out any incorrect spelling and copying and writing the correct spelling next to it.
- Continue through all the words and then onto the phrase. Remind students of the importance of correcting and learning from mistakes.

TEKS 2.2.B.vi Demonstrate and apply phonetic knowledge by decoding words with prefixes including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; **TEKS 2.2.C.v** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.

Activity Page 20.1: Spelling Assessment

At a later time, use the Lesson 20 analysis chart and directions provided in Teacher Resources to analyze students' mistakes. This will help you understand any patterns that are beginning to develop or that are persistent among individual students.

Lesson 20: Tricky Words and Tricky Spellings

Foundational Skills

45M

Primary Focus

Students will review the Tricky Words *he*, *she*, *we*, *be*, *me*, *the*, *a*, *was*, *from*, *of*, *to*, *do*, *down*, *how*, *what*, *where*, *why*, *once, one*, and *two*. **TEKS 2.2.B.vii**

Students will read words with /s/ > 's' and /z/ > 's'. **TEKS 2.2.B.vi**

Students will read and write words with /s/ > 's' and /z/ > 's' in sorted columns. **TEKS 2.2.B.vi; TEKS 2.2.C.vi**

Students will spell words with inflectional endings, including *-s*. **TEKS 2.2.C.vi**

WARM-UP (10 MIN.)

Tricky Words Review

Check for Understanding

Use the Tricky Word Wall or the yellow index cards with all of the Tricky Words reviewed in this unit to review the Tricky Words with the class. Have all students say the word, or call on individual students. Make a note of any students who appear to struggle or make errors.

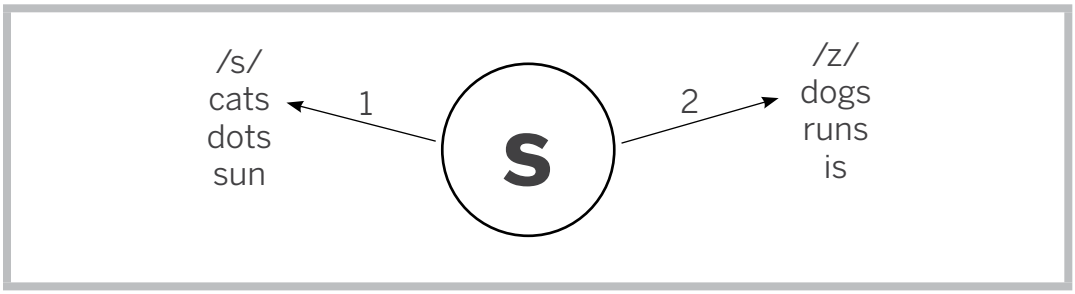
Challenge

Encourage students to work in pairs to create a complete sentence correctly using each Tricky Word. Have students write the sentence and use proper capitalization and end punctuation.

TEKS 2.2.B.vii Demonstrate and apply phonetic knowledge by identifying and reading high-frequency words from a research-based list; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; **TEKS 2.2.B.vi** EDemonstrate and apply phonetic knowledge by decoding words with prefixes including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

REVIEW TRICKY SPELLING 'S' (20 MIN.) TEKS 2.2.C.vi

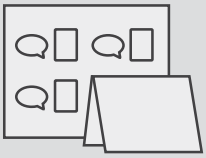
- Before beginning this exercise, display the **Consonant Code Flip Book** within view of all students; also have the Spelling Cards listed in the Lesson at a Glance readily available.
- Remind students some spellings can be pronounced more than one way. We call these tricky spellings.
- Using **Consonant Code Flip Book page 11**, point to the 's' > /s/ (*sun*) Spelling Card that shows 's' as a spelling for /s/. Remind students they have already learned 's' can be pronounced /s/.
- Follow the bullet points step by step to draw the chart below to illustrate the tricky spelling 's.'



- On the left side of the board or chart paper, begin by writing /s/.
- Underneath the /s/, write the words *cats*, *dots*, and *sun* and read the words aloud.
- Point out the spelling 's' is pronounced /s/ in these words.
- Explain the 's' is a tricky spelling because it can also be pronounced /z/.
- Write /z/ on the board to the right. Explain we often find 's' pronounced /z/ at the end of words.
- Write some examples on the board under the /z/: *dogs*, *runs*, and *is*.
- Make sure students can hear that the last sound in these words is buzzy (voiced) /z/ rather than unvoiced /s/.
- Write the letter 's' on the board between the two sets of words and circle the spelling.
- Tell students to figure out how to pronounce this tricky spelling, they may need to try sounding it out two different ways.

TEKS 2.2.C.vi Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

Code Materials



ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Have students place a hand on their throat and say the word *dogs*. Ask them if they feel any vibration, or buzz, on their hand at the end of the word. Explain there is a buzz because this /z/ sound is made by the throat. Next, have the students repeat this process, but with the word *cats*. Help students understand there is no buzz because this /s/ sound is unvoiced. Air passes through the mouth, but there is no vibration in the throat.

ELPS 1.B

- Draw one arrow from 's' to the /s/ words and label it '1'. Draw a second arrow from 's' to the /z/ words and label it '2'. Explain /s/ is the most likely pronouncing option and therefore the one they should try first. If that does not sound right, or does not make sense in context, they should try option 2, /z/.
- Tell students to turn to **page 3** in the **Individual Code Chart** while you turn to **page 12** in the **Consonant Code Flip Book**.
- Distribute the red markers.
- Show students the 's' > /z/ (*dogs*) Spelling Card and add it to the **Consonant Code Flip Book** on **page 12**.
- Have students outline the appropriate card and letter spelling in the **Individual Code Chart** on **page 3.**

PRACTICE TRICKY SPELLING 'S' (15 MIN)

Activity Page 20.2

Digital Component 20.1

- Have students turn to Activity Page 20.2 while you display the digital version.
- Have students circle the 's' in the example words on the left: *cats*, *dots*, and *sun*. Point out the /s/ sound in these words.
- Have students circle the 's' in the example words on the right: *dogs*, *runs*, and *is*. Point out the /z/ sound in these words.
- Tell students to find and circle the 's' in the first sentence.
- Read the first sentence on the activity page, pronouncing the tricky spelling /s/: "He handed me /h/ /i/ /s/ pet pig."
- Ask students if that sounds right. *(No:* hiss *is a word, but it does not make sense in this context.)*
- Explain that because /h/ /i/ /s/ sounds wrong, they need to try pronouncing it the second way.
- Read the sentence again, pronouncing the tricky spelling /z/: "He handed me /h/ /i/ /z/ pet pig."
- Ask students if that sounds right. *(Yes:* his *is a word and it makes sense in this context.).*

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Hold up the cards you made to represent voiced /z/ and unvoiced /s/. Ask students to indicate which sound is being made as you work through several of the sentences on Activity Page 20.2.

ELPS 4.G

- Tell students that *his* in the "dogs" column to indicate the 's' in *his* is pronounced like the 's' in *dogs*.
- Complete the remaining sentences on the activity page, having students first find and underline 's' in the words on their own.

Activity Page 20.2: Tricky Spelling 's'

Call on students to read the sentences aloud, trying the tricky spelling both ways, and then selecting the pronunciation that sounds right and/or makes sense. Have students print the word in the correct column. Ask students which pronunciation seems to be more common. *(/s/ is more common)* Collect the activity page and review students' performance. Make note of students who would benefit from additional practice.

End Lesson

Lesson 20: Foundational Skills Remediation

Additional Support

DECODABLE WORDS, SENTENCES, AND PHRASES

- Use the following lists of words, sentences, and phrases to extend your lessons.

Decodable Words

1. as	7. muffins	13. fishes
2. has	8. pals	14. boxes
3. his	9. ducklings	15. pins
4. is	10. presents	16. bugs
5. wings	11. riches	17. hogs
6. things	12. eggs	

Sentences and Phrases

1. fresh eggs
2. cats and dogs
3. frogs on logs
4. a box of rocks
5. Land of Nod
6. run of the mill
7. His glasses fell from his hand.
8. The closet has lots of stuff.
9. The blankets are damp.
10. Toss that junk in the trash can.

MORE HELP WITH TRICKY SPELLINGS

Word Sort

- Write several words containing tricky spelling 's' on **index cards**, one word per card: *send, swim, star, basket, himself, dust, dots, sun, runs, is, set, sip, sat, desk, soft, sell, bells, shells, has, his, pigs, wings, jobs, legs, hands, best, last, such, still, just*.
- Write headers on the board/chart paper for both sounds that the tricky spelling 's' makes (*/s/* as in *cats* and */z/* as in *dogs*).
- Have students read a word on a card and tell you which sound the tricky letter 's' is making. Remind students to sound out each word with the */s/* first. If that doesn't sound right, they should try */z/*.
- Ask students to tape the word under the proper header.

Race to the Top

- Make one copy of the **Word Card Template (Activity Page TR 20.1)** for each player.
- Make one copy of the **Game Board Templates (Activity Pages TR 12.2, 12.3)** for each player.
- Follow the directions in Lesson 12 for Race to the Top.

LESSON

21

REVIEW

Sound/Spellings and Tricky Words

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will work in pairs to review all previously taught sound/spellings. TEKS 2.2.B.iii; TEKS 2.2.B.vi

Students will read the Tricky Words *could*, *should*, and *would*. TEKS 2.2.B.vii

Reading

Students will read "The Chips" aloud in pairs with purpose and understanding, will answer written multiple-choice questions about the story, and will answer oral literal questions about key details in the text. TEKS 2.4; TEKS 2.6.C; TEKS 2.6.G

Language (Spelling)

Students will spell words with /ng/ > 'ng', /ng/ > 'n', and the Tricky Word *should*. TEKS 2.2.C.i

FORMATIVE ASSESSMENT

Observation — **Anecdotal Reading Record** "The Chips"
TEKS 2.4

Activity Page 21.1 — **Story Questions** "The Chips"
TEKS 2.6.G

TEKS 2.2.B Demonstrate and apply phonetic knowledge by (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words with prefixes including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and - est; (vii) identifying and reading high-frequency words from a research-based list; **TEKS 2.4** Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.6.G** Evaluate details read to determine key ideas; **TEKS 2.2.C.i** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Warm-Up: Review Sound/Spellings (Phonics)	Whole Group	10 min.	❑ Consonant Code Flip Book ❑ Individual Code Chart
Tricky Words: *Could*, *Should* , *Would* (Word Recognition)	Whole Group	10 min.	❑ marker ❑ yellow index cards for *could*, *should, would*
Reading			
Introduce the Story	Whole Group	5 min.	❑ *The Cat Bandit* ❑ Activity Page 21.1
Read "The Chips"	Partner	20 min.	
Language (Spelling)			
Introduce Spelling Words	Whole Group	15 min.	❑ Consonant Code Flip Book ❑ Spelling Card for 'n' > /ng/ (*pink*) ❑ tape ❑ Individual Code Chart ❑ red markers ❑ Activity Page 21.2 ❑ whiteboards ❑ dry-erase markers
Take-Home Material			
Spelling Words; Family Letter; "The Chips"			❑ Activity Pages 21.2–21.4

ADVANCE PREPARATION

Note to Teacher

Lessons 21 and 22 are the final lessons of this unit, with Lesson 22 including the End-of-Unit Assessment. It is recommended that you score and analyze the End-of-Unit Assessment in Lesson 22 immediately and that you then use the remaining three days of this week to provide remediation and/or enrichment activities from the Pausing Point. It is also recommended that you administer the spelling assessment for the words introduced today at the end of the week using Activity Page 22.5.

Foundational Skills

- Plan to pair students for the Sound/Spelling Review during the Warm-Up and also ensure that the Consonant Code Flip Book and the Individual Code Charts are available.
- Write the following Tricky Words on yellow index cards, one per card: *could*, *should*, *would*.

Reading

- Plan to pair students to read the story.
- At the start of the week, make a copy of the blank Anecdotal Reading Record provided in Teacher Resources. Over the course of the week, be sure to listen to each student read at least once and note student performance in the Anecdotal Reading Record.

Digital Component 12.2

- Display and be prepared to use the Cat Bandit chart.

Language

- Prepare to display the Consonant Code Flip Book within view of all students; also have the Spelling Card listed in the Lesson at a Glance chart, student Individual Code Charts, and red markers readily available.

Universal Access

- Fold pieces of paper lengthwise for students to write Tricky Words on each side.

Lesson 21: Spelling Alternatives and Tricky Words

Foundational Skills

20M

Primary Focus

Students will work in pairs to review all previously taught sound/spellings.

TEKS 2.2.B.iii; TEKS 2.2.B.vi

Students will read the Tricky Words *could*, *should*, and *would*. TEKS 2.2.B.vii

WARM-UP (10 MIN.)

Review Sound/Spellings

- Explain that today students will review all of the sound/spellings reviewed in this unit. To do so, they will work with a partner, taking turns to point to each letter outlined in either red or green in their Individual Code Charts and then read each of the sounds that have been reviewed. Students will first say the sound and then read the word on each card.
- Remind students that they can tell which sounds have been taught because they are outlined in either red or green.
- Model one to two of the sounds in your Consonant Code Flip Book before students work with their partners using their Individual Code Charts.

TRICKY WORDS: COULD, SHOULD, WOULD (10 MIN.)

- For each card, begin by reading the word. Next, discuss which part of the word is read just as one would expect and which part is tricky. Finally, use the word in an oral sentence.

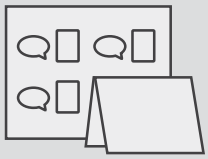
Tricky Word: *Could*

- **Expected:** the letter 'c' is pronounced /k/ and the letter 'd' is pronounced /d/. **Tricky:** the letters 'oul' are pronounced /oo/.

Tricky Words: *Should*, *Would*

- Discuss *should* and *would* with students; *should* and *would* are tricky in exactly the same way as *could*.

Code Materials



ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Give each student a piece of folded paper. On one side have them write *could*, *should*, and *would*. Then have them flip to the other side and write the words from memory. Unfold the page and have them correct any errors.

ELPS 5.B

TEKS 2.2.B Demonstrate and apply phonetic knowledge by (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; (vi) decoding words with prefixes including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and - est; (vii) identifying and reading high-frequency words from a research-based list.

- After introducing the new Tricky Words, do a quick flash card or Tricky Word Wall review of the Tricky Words reviewed in previous lessons (*a*, *the*, *he*, *she*, *we*, *be*, *me*, *was*, *of*, *from*, *to*, *do*, *down*, *how*, *what*, *where*, *why*, *once*, *one*, *two*).

Lesson 21: "The Chips"

Reading

25M

Primary Focus: Students will read "The Chips" aloud in pairs with purpose and understanding; will answer written multiple-choice questions about the story; and will answer oral literal questions about key details in the text.

TEKS 2.4; TEKS 2.6.C; TEKS 2.6.G

INTRODUCE THE STORY (5 MIN.)

- Ask students to turn to the table of contents and locate the story that comes after "The Milk." Ask students to tell you the page number on which "The Chips" starts. *(page 34)*

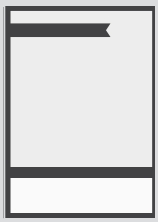
Preview Core Vocabulary

- Preview the following vocabulary words with students. Allow students to ask questions to clarify the meaning of theses words, as necessary.

plank—n., a long, thick board (34)
Example: I used the plank to build my tree house.

gash—n., a long, often deep, cut (38)
Example: She has a large gash on her leg from the broken drinking glass.

Reader



Page 34

TEKS 2.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text; **TEKS 2.6.C** Make [and] correct or confirm predictions using text features, characteristics of genre, and structures; **TEKS 2.6.G** Evaluate details read to determine key ideas.

Vocabulary Chart for "The Chips"			
Vocabulary Type	**Tier 3 Domain-Specific Words**	**Tier 2 General Academic Words**	**Tier 1 Everyday Speech Words**
Core Vocabulary		plank gash	
Multiple-Meaning Core Vocabulary Words			
Sayings and Phrases			

Purpose for Reading

- Ask students to make a prediction about what will happen in the story.
- Tell students that they should read carefully to see if their predictions are correct.

READ "THE CHIPS" (20 MIN.)

Partner Reading

- Have students read "The Chips" with partners.

Observation: Anecdotal Reading Record

As you listen to students read "The Chips," make notes regarding their individual reading ability in the Anecdotal Reading Record.

Activity Page 21.1

Activity Page 21.1: Story Questions

Have students complete the comprehension questions on Activity Page 21.1. Collect and review each student's performance.

- As time permits, add the following to the chart. You may also wish to review the entire completed chart.

Digital Component 12.2

Cat Bandit Chart				
Story Title	**Food the Cat Bandit Stole**	**Where the Food Was**	**How He Got the Food**	**Sound Words**
"The Chips"	chips	top shelf	sat on one end of a plank, slid a rock to land on the plank, popped up and landed on the shelf	smack whiz slash

Lesson 21: Spelling

Language

15M

Primary Focus: Students will spell words with /ng/ > 'ng', /ng/ > 'n', and the Tricky Word *should*. TEKS 2.2.C.i

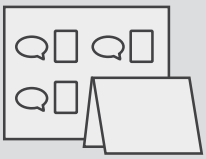
INTRODUCE SPELLING WORDS

- Have students turn to Activity Page 21.2. Explain that this is a list of the spelling words they will practice for the week.
- Introduce the spelling words in the following manner so students can hear that sometimes the spelling 'n' sounds like /ng/.

Challenge

Ask students to reread pages 12–14 of "The Snack Mix" and pages 34–37 of "The Chips." Pose the following question: "What is similar about the way in which the cat solved his problem in both stories?" Refer students back to the illustrations if they are struggling to see the similarities between the events. *(The cat uses tongs to launch rocks to get the food in "The Snack Mix" and uses a log and rocks to launch himself to get the chips in "The Chips.")*

Code Materials



Activity Page 21.2

TEKS 2.2.C.i Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

- Begin by writing *sand*, *hunt*, and *thin* on the board. Read these words aloud and tell students that they are pronounced the expected way (i.e. 'n' spells /n/).
- Next write *sang*, *hung*, and *thing*. Read the words aloud and tell students that they are also pronounced as we would expect (i.e., 'ng' spells /ng/).
- Write the last three words, *sank*, *hunk*, and *think*. Tell students that when 'n' is followed by 'k' at the end of a word, the 'n' sometimes sounds like /ng/. Say these words aloud.
- To hear the /ng/ sound, point to the words and say *sang* and then *sank*, *hung* and then *hunk*, *thing*, and then *think*.
- Point out that /ng/ is sometimes spelled 'ng'. Point out that /ng/ is also sometimes spelled 'n' when followed by 'k'.
- Turn to **Consonant Code Flip Book page 17** and put the Spelling Card on the appropriate Flip Book page. Discuss the power bar.
- Pass out the red markers.
- Have students turn to **Individual Code Chart page 4**. Guide students in outlining the appropriate card and letter spelling on the chart.

Note: the /ng/ sound for 'n' is subtle and more noticeable in different regions. Do not worry or spend a lot of time over this difference if it is not noticeable to your class.

- Explain that the Tricky Word for the spelling list is *should*.
- The words for this week are:

1. sand
2. hunt
3. thin
4. sang
5. hung
6. thing
7. sank
8. hunk
9. think

Tricky Word: should

Check for Understanding

Erase the words from the board. Ask students to take out a whiteboard and write down the words you say. Say *hung*, use it in a sentence, and say the word once more. Repeat these steps with *sank*. Have students hold up their whiteboards to show their dictation. Take note of students who are in need of additional practice.

End Lesson

Take-Home Material

SPELLING WORDS; FAMILY LETTER; "THE CHIPS"

- Have students take home Activity Pages 21.2 and 21.3 to share with a family member and Activity Page 21.4 to read to a family member.

Activity Pages 21.2–21.4

Lesson 21: Foundational Skills Remediation

Additional Support

DECODABLE WORDS, SENTENCES, AND PHRASES

- Use the following list of words, sentences, and phrases to extend the lesson.

Decodable Words

1. drink	4. shrink	7. things
2. thank	5. wings	8. ducklings
3. think	6. trunk	9. blank

Sentences and Phrases

1. a pink drink
2. Set the dishes in the sink.
3. She drank the milk.
4. The blankets are damp.
5. Think fast!
6. Click the link.

WIGGLE CARDS

1. Blink.

MORE HELP WITH TRICKY WORDS

Word Block

- Copy the **Game Template (Activity Page TR 21.1)**.
- Copy the **Word Card Template (Activity Page TR 21.2)** several times for each student. Each set of cards should either be a different color or the words you write on them should be a different color to differentiate between players.
- Use all the Tricky Words reviewed so far in this unit and write a word on one or both sides of each card. The cards should fit into the squares on the grid.

1. the	10. from	19. one
2. a	11. to	20. two
3. he	12. do	21. could
4. she	13. down	22. would
5. we	14. how	23. should
6. be	15. what	
7. me	16. where	
8. was	17. why	
9. of	18. once	

- Have students take turns drawing a card from their pile and then reading the word on the card. If the student correctly reads the card, he or she may place it in any square on the grid.
- The object of the game is to try to get five cards in a straight line (horizontally or vertically) before the other player. Students can use their cards to block an opponent from getting five in a row, as well as try to get five of their own cards in a row.

LESSON

22

ASSESSMENT

End-of-Unit Assessment

PRIMARY FOCUS OF LESSON

Foundational Skills

Students will read the Tricky Words *there*, *said*, *says*, and *word*.

TEKS 2.2.B.vii

Students will listen to dictated words and select the correct word from a list of four printed words with similar spellings. TEKS 2.2.B.iii

Language (Grammar, Spelling)

Students will add the correct ending punctuation to complete sentences, and also add *–ing* to words with short vowels following learned spelling patterns.

TEKS 2.2.C.vi; TEKS 2.11.D.x

Reading

Students will read "The Catfish" independently, and will answer written multiple-choice and short answer questions about key details in the text.

TEKS 2.6.G

FORMATIVE ASSESSMENT

Activity Page 22.1	Dictation Identification Assessment TEKS 2.2.B.iii
Activity Page 22.2, 22.3	Skills Assessment TEKS 2.2.C.vi; TEKS 2.11.D.x
Activity Page 22.4	Comprehension Assessment TEKS 2.6.G
Activity Page 22.5	Spelling Assessment TEKS 2.2.C.vi

TEKS 2.2.B Demonstrate and apply phonetic knowledge by (vii) identifying and reading high-frequency words from a research-based list; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables; **TEKS 2.2.C.vi** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; **TEKS 2.11.D.x** Edit drafts using standard English conventions, including end punctuation, apostrophes in contractions, and commas with items in a series and in dates; **TEKS 2.6.G** Evaluate details read to determine key ideas.

LESSON AT A GLANCE

	Grouping	Time	Materials
Foundational Skills			
Tricky Words: *There*, *Said*, *Says*, *Word* (Word Recognition)	Whole Group	10 min.	❑ marker ❑ yellow index cards for words *there*, *said*, *says*, *word*
Dictation Identification Assessment (Phonics and Word Recognition)	Whole Group	10 min.	❑ Activity Page 22.1
Language (Grammar, Spelling)			
Skills Assessment	Independent	10 min.	❑ Activity Pages 22.2, 22.3
Spelling Assessment	Whole Group	10 min.	❑ Activity Pages 22.5
Reading			
Comprehension Assessment	Independent	20 min.	❑ *The Cat Bandit* ❑ Activity Page 22.4

ADVANCE PREPARATION

Note to Teacher

Score all parts of the End-of-Unit Assessment administered today immediately so you can select appropriate Pausing Point activities for students to complete during the remaining three days of this week.

You may also use Pausing Point days to administer the optional Tricky Word Assessment included in Teacher Resources to specific students that you suspect may not have thoroughly mastered the Tricky Words reviewed in this unit.

Remember to give the spelling assessment at the end of the week using the following word list. Have students use Activity Page 22.5 for the assessment.

Use the Lesson 21 analysis chart and directions in Teacher Resources to analyze students' spelling errors. This will help you to understand any error patterns beginning to develop within your classroom or persisting among individual students.

Spelling Assessment Words

1. sand
2. sang
3. sank
4. hunt
5. hung
6. hunk
7. thin
8. thing
9. think
10. should

Foundational Skills

- Write each of the following Tricky Words on a separate yellow index card: *there*, *said*, *says*, and *word*.

Universal Access

- Have some Wiggle Cards ready to use in between assessments to give students a break.
- Consider preparing a listening center and a writing center for students to visit following the assessments.

Lesson 22: End-of-Unit Assessment

Foundational Skills

20M

Primary Focus

Students will read the Tricky Words *there*, *said*, *says*, and *word*. **TEKS 2.2.B.vii**

Students will listen to dictated words and select the correct word from a list of four printed words with similar spellings. **TEKS 2.2.B.iii**

TRICKY WORDS: THERE, SAID, SAYS, WORD (10 MIN.)

- For each Tricky Word card, begin by reading the word. Next, discuss which part of the word is read just as one would expect and which part is tricky. Finally, use the word in an oral sentence.

Tricky Word: *There*

- **Expected:** The letters 't' 'h' are pronounced /th/. **Tricky:** The letters 'e_e' together with the letter 'r' are pronounced /ae/ /r/.

Tricky Word: *Said*

- **Expected:** The letter 's' is pronounced /s/ and the letter 'd' is pronounced /d/. **Tricky:** The letters 'ai' are pronounced /e/.

Tricky Word: *Says*

- **Expected:** The first 's' is pronounced /s/ and the final 's' is pronounced /z/. **Tricky:** The letters 'ay' are pronounced /e/.

Tricky Word: *Word*

- **Expected:** The letter 'w' is pronounced /w/ and the letter 'd' is pronounced /d/. **Tricky:** the letters 'or' are pronounced /er/.

- Add these new Tricky Word cards to the Tricky Word Wall.

ENGLISH LANGUAGE LEARNERS

Foundational Skills

Foundational Literacy Skills

Look out for mispronunciations of the verb *say*. Across the tenses the pronunciation changes. Students may inaccurately apply phonetic understanding of 'ay' > /ae/ (*say*) when first attempting *says*, and possibly *said*. Understanding these differences will help you assist students as they learn the Tricky Words.

Present/Future Tense: 'ay' > /ae/ (*say*)

Present Tense 3rd Person: 'ay' > /e/ (*says*)

Past Tense: 'ai' > /e/ (*said*)

ELPS 3.C

TEKS 2.2.B Demonstrate and apply phonetic knowledge by (vii) identifying and reading high-frequency words from a research-based list; (iii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Check for Understanding

Write several of the following sentences on the board. Call on students to identify and correctly pronounce the Tricky Word in each sentence. Note which students answer incorrectly or appear insecure during this task, and consider meeting with them for a remediation lesson.

1. Mom said we could have the kitten.
2. She says it will be fun.
3. There is his backpack.
4. He says that his socks smell.
5. Robin said to pick up the dog.
6. There she is.
7. Dad says yes.
8. We will be there at six.

DICTATION IDENTIFICATION ASSESSMENT (10 MIN.)

- Have students turn to Activity Page 22.1.
- Explain that for each number, there are four words written on the activity page. You will say one of the four words.
- Ask students to circle the one word they hear you say for each row.
- Read each word provided in the box, calling out each number to indicate the row students should point to and look at as you read the word.

Activity Page 22.1

1. scratched
2. fence
3. whip
4. logs
5. knock
6. rinsed
7. cell
8. hummed
9. wrist
10. twelve

Activity Page 22.1: Dictation Identification Assessment

Collect Activity Page 22.1 and use the analysis directions found in Teacher Resources to score the assessment and determine if remediation is needed.

Lesson 22: End-of-Unit Assessment

Language

20M

Primary Focus: Students will add the correct ending punctuation to complete sentences, and also add *–ing* to words with short vowels following learned spelling patterns. **TEKS 2.2.C.vi; TEKS 2.11.D.x**

SKILLS ASSESSMENT

Activity Pages 22.2, 22.3

- Have students turn to Activity Pages 22.2 and 22.3.
- Explain that on Activity Page 22.2, students should read each sentence and write the correct punctuation at the end of each sentence.
- Explain that on Activity Page 22.3, students should add *–ing* to each word and write the new word on the line.

Activity Pages 22.2, 22.3: Skills Assessment

Collect Activity Pages 22.2 and 22.3 and use the analysis directions found in Teacher Resources to score the assessments and determine if remediation is needed.

SPELLING ASSESSMENT

Activity Page 22.5

- Have students turn to Activity Page 22.5.
- Administer the spelling assessment using the word list found in Advance Preparation.

TEKS 2.2.C.vi Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est; **TEKS 2.11.D.x** Edit drafts using standard English conventions, including end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

- Use the Lesson 21 analysis chart and directions provided in Teacher Resources to analyze students' mistakes.

Activity Pages 22.5: Spelling Assessment

Use the Lesson 21 analysis chart and directions in Teacher Resources to analyze students' spelling errors. This will help you to understand any error patterns beginning to develop within your classroom or persisting among individual students.

Lesson 22: End-of-Unit Assessment

Reading

20M

Primary Focus: Students will read "The Catfish" independently, and will answer written multiple-choice and short answer questions about key details in the text.

TEKS 2.6.G

COMPREHENSION ASSESSMENT

- Ask students to turn to Activity Page 22.4 and open *The Cat Bandit* to "The Catfish" on page 40.
- Remind students that at the beginning of the school year, they read stories and answered questions about what they had read. Let them know they will do the same thing today. Students should read "The Catfish" and answer the comprehension questions on Activity Page 22.4.
- Encourage students who finish quickly to check over their work. When they finish checking their work, you may wish to have them reread stories from *The Cat Bandit* or participate in a listening center or writing center.

Activity Page 22.4: Comprehension Assessment

Collect Activity Page 22.4 and use the analysis directions found in Teacher Resources to score the assessments and determine if additional assessment and/or remediation is needed.

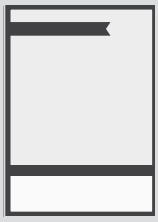
End Lesson

TEKS 2.6.G Evaluate details read to determine key ideas.

Support

Give students a break at this point in the lesson by asking them to read some Wiggle Cards and perform each action.

Reader



Page 40

Activity Page 22.4

Lesson 22: Foundational Skills Remediation

Additional Support

DECODABLE SENTENCES AND PHRASES

- Use the following list of sentences and phrases to extend your lesson.

Sentences and Phrases

1. Mom said we could get the kitten.
2. She says it will be fun.
3. There is his backpack.
4. He says that his socks smell.
5. Robin said to pick up the dog.
6. There she is.
7. Dad says yes.
8. We will be there at six.

WIGGLE CARDS

1. Lift up both legs.

Grade 2 | Skills 1

Pausing Point

This is the end of Unit 1. You should pause here and spend additional time reviewing the material taught in Unit 1 as needed. Students can do any combination of the exercises listed below, in any order. The exercises are listed by unit objectives. Exercises that were part of the lessons are listed here only by name with reference to their respective lessons. All other exercises have full descriptions. You may find that different students need extra practice with different objectives. It can be helpful to have students focus on specific exercises in small groups.

PAUSING POINT TOPIC GUIDE

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TRANSITION TIMES

More Wiggle Cards

If your students enjoy reading and acting out the Wiggle Cards, here are some additional decodable words and phrases you may want to add to your inventory of Wiggle Cards. Feel free to use this stack of cards at any time during the day when students need an active transition.

1. Mop.
2. Jab.
3. Jump.
4. Limp.
5. Act mad.
6. Act sad.
7. Sit on rug.
8. Act glad.
9. Stand up.
10. Clap.
11. Skip.
12. Twist.
13. Jog.
14. Zig and zag.
15. Stomp.
16. Lift left leg.
17. Lift left hand.
18. Lift a fist.
19. Sing a song.
20. Hush.
21. Bang on a drum.
22. Hum a song.
23. Dust.
24. Hug a pal.
25. Polish a desk.
26. Sit down.
27. Bend a leg.
28. Drink.
29. Nod and clap.
30. Clap and kick.

MORE HELP WITH ONE-SYLLABLE WORDS

Teacher Chaining

- Write *hat* on the board.
- Ask students to read the word, first in a segmented fashion and then blended.
- Remove 'h' and add 'c' to create *cat*.
- As you make this change, say to students, "If that is *hat*, what is this?"
- Continue this process with the remaining chain.
- Any of the chains may be completed as Teacher or Student Chaining.

CVC Words

1. hat > cat > cut > nut > net > let > leg > log > jog > jot > job
2. zap > zip > dip > tip > tap > tan > van > vat > bat > fat > fit > fig > fog
3. did > kid > kit > bit > but > rut > rat > mat > mad > max > wax > tax
4. big > fig > fog > dog > dot > hot > cot > cat > fat > hat > hut > but > cut
5. dad > bad > had > hag > bag > big > bug > hug > hog > log > leg > beg

Words with Consonant Clusters

1. send > lend > land > hand > band > bend > bent > sent > rent > rant
2. last > past > vast > vest > west > best > pest > nest > zest > rest
3. clip > clop > flop > flip > slip > slop > slot > spot > spit
4. dust > rust > trust > crust > crest > rest > best > test
5. rim > brim > trim > tram > track > rack > back > black > block > blot
6. rip > grip > grin > grim > trim > trick > track > crack
7. slip > slop > slap > clap > flap > lap > tap > trap
8. stop > slop > slip > lip > limp > blimp
9. tilt > wilt > kilt > silt > silk > milk
10. led > bled > blend > lend > land > hand > hands > bands
11. lend > mend > tend > ten > tent > rent > vent > vest > west > best
12. lab > blab > flab > fab > fat > fast > last > list > lisp

Words with Digraph Spellings

1. thing > ring > sing > sung > such > much > mush > mash > bash > bath
2. that > chat > chap > chop > shop > ship > shin > thin > thing > things
3. quit > quick > thick > thin > win > with > wish > fish > dish > dash
4. chin > thin > shin > shun > run > rung > ring > rang > sang > song
5. such > much > mush > hush > hash > rash > crash > clash > clang

MORE HELP WITH DIGRAPHS

How Many Sounds?

- Ask students to turn to Activity Page PP.1.
- Remind students that some sounds consist of more than one letter (letter teams or digraphs).
- Tell students to count and circle the sounds in each word.
- Have students write the number of sounds in the box and copy the words on the lines.

Activity Pages PP.1-PP.2

Highlight Digraphs

- Remind students that digraphs are teams of more than one letter that work together to represent a single sound.
- Activity Page PP.2 shows short lists of decodable words containing digraphs taught in this unit.
- Ask students to read the words and highlight or circle the letters of each digraph. Caution students that they should not circle consonant clusters in which each letter represents a single sound.

MORE HELP WITH TWO-SYLLABLE WORDS

Label the Picture

- Tell students to write each word under its matching picture on Activity Page PP.3.

Activity Page PP.3

MORE HELP WITH TRICKY SPELLINGS

Tricky Spelling Practice

Use the following activity pages for more practice or to assess whether students have learned the tricky spellings.

Activity Page PP.4 for 'g' > /g/ or /j/

- Tell students to read each sentence, circling or underlining the word with the letter 'g'. Then tell students to write the word either in the "get" column if the 'g' is pronounced /g/ or the "legend" column if the 'g' is pronounced /j/.

Activity Pages PP.4–PP.8

Activity Pages PP.5 and PP.6 for 'c'> /k/ or /s/

- Activity Page PP.5—Tell students to read each sentence, circling or underlining the word with the letter 'c'. Then tell students to write the word either in the "can" column if the 'c' is pronounced /k/ or the "dances" column if the 'c' is pronounced /s/.
- Activity Page PP.6—Tell students to read each word in the box, circling or underlining the letter 'c'. Then tell students to write the word in the "can" column if the 'c' is pronounced /k/ or the "cent" column if the 'c' is pronounced /s/.

Activity Pages PP.7 and PP.8 for 's' > /s/ or /z/

- Activity Page PP.7—Tell students to read each sentence, circling or underlining the word with the letter 's'. Then tell students to write the word either in the "set" column if the 's' is pronounced /s/ or the "his" column if the 's' is pronounced /z/.
- Activity Page PP.8—Tell students to read each word in the box, circling or underlining the letter 's'. Then tell students to write the word in the "set" column if the 's' is pronounced /s/ or the "his" column if the 's' is pronounced /z/.

MORE HELP WITH SPELLING ALTERNATIVES

Spelling Trees for /j/ and /s/

- Work with students to make a Spelling Tree that shows the various spellings for the /j/ sound along with sample words for each spelling.
- Make a large tree trunk out of brown paper. The trunk should fork into three smaller branches.
- Label the trunk /j/.
- Label the branches 'j', 'g', and 'ge'.
- Explain the tree stands for the sound /j/ and the branches stand for the spellings used to write the sound.
- Mount the tree on a corkboard or a wall.
- Work with students to cut leaves out of green paper.
- Write decodable /j/ words on some of the blank leaves.

j	g	ge
jump	gem	hinge
jacket	gel	plunge
just	magic	college
jet	tragic	fringe
junk	frigid	cringe
jug	digit	twinge
jog	logic	
Jeff		
Jill		
jam		

- Invite students to hang the /j/ words on the proper branches, sorting them by spelling.

Note: You can create the /j/ Spelling Tree, labeling just the 'j' and 'g' branches as soon as you have taught Lesson 14. Label the 'ge' branch and add leaves after Lesson 17.

- Keep the Spelling Tree up for a few weeks and allow students to add additional word-leaves to it from time to time.
- To make an /s/ Spelling Tree, use the same procedure described above; you will need five branches.

s	ss	c	ce	se
sand	press	cent	dance	rinse
sift	mess	cell	prance	pulse
sun	fuss	citrus	fence	dense
self	dress	dancing	lettuce	
sick	kiss	prancing	France	
sunset	miss	process	prince	
spot	less	princess		
list	hiss			
stop	grass			
still	progress			
seven	fitness			
swim				
skip				
scan				

Note: You can create the /s/ Spelling Tree, labeling just the 's' and 'ss' branches, as soon as you have taught Lesson 12. Label the 'c' branch and add leaves after Lesson 15. Label the 'ce' and 'se' branches after Lesson 18.

- Keep the Spelling Tree up for a few weeks and allow students to add additional word-leaves to it from time to time.

Spelling Alternative Lists

- Here are some sounds with multiple spelling alternatives you might review:

/k/	**/n/**	**/d/**
c: cringe k: kids cc: hiccup ck: knock	n: nugget nn: running kn: knock	d: dance dd: sudden ed: shrugged
/r/	**/s/**	**/t/**
r: rinse rr: ferret wr: wrong	s: send ss: mess c: cent se: intense ce: wince	t: track tt: letting ed: stacked
/z/	**/ch/**	**/j/**
z: zip zz: buzzing s: bugs	ch: chop tch: clutch	j: just g: gem ge: fringe
/v/		
v: vast ve: involve		

Spelling Alternative Activity Pages

Use these activity pages for more practice or to assess whether students have learned the spelling alternatives:

Activity Page PP.9 for 'ce' > /s/, 'se' > /s/, 'ge' > /j/, 've' > /v/

- Tell students to read all of the words in the box and then use these words to label the pictures.

Activity Page PP.10 for 'tch' > /ch/, 'kn' > /n/, 'wr' > /r/

- Tell students to read all of the words in the box and then use these words to label the pictures. Let students know there are extra words in the box that will not be used, so they must read carefully.

Spelling Search Game: 's', 'ss', 'c', 'ce', and 'se' > /s/

Note: This game is intended for groups of two to six students who have learned the spellings 's' as in *sun*, 'ss' as in *kiss*, 'c' as in *cent*, 'ce' as in *fleece*, and 'se' as in *moose*. This game can also be played in larger groups, but the game board may need to be enlarged slightly to accommodate additional tokens.

Activity Pages PP.9, PP.10

Clip the edges of each half of the game board, just inside the dotted line. Tape the left side of the board onto the right side. Prepare the four record cards and cut them apart.

- Set up the board and make sure each student has a record card, a game token, and a pencil. (You can use chips or small squares of colored paper for game tokens.) You will also need one regular six-sided die.
- Explain that the goal of the game is to be the first player to collect two examples of each of the spellings listed on the record card.
- Have students place their tokens on the star. Have each student roll the die. The student with the highest score goes first.
- Have the first player roll the die and move his or her token the number of spaces indicated on the die. Note that after moving onto the board, the player will be able to choose to move up or down. Students can move up, down, left, or right. Diagonal moves are not permitted.
- Ask the player to read the word he or she landed on and then copy the word onto his or her record card on one of the lines for the spelling it contains.
- Have the next player (moving clockwise) roll the die and move his or her token.
- Play continues until a student fills the record card with two examples of each spelling.

Note: Spaces with an asterisk contain words that have more than one spelling for the /s/ sound. Students who land on a space with an asterisk can copy the word onto their card twice. By navigating to these spaces, students can fill up their record cards more quickly.

Spelling Search Game: 'j', 'g', and 'ge' > /j/

Note: This game is intended for groups of two to six students who have learned the spellings 'j' as in *jet*, 'g' as in *rage*, and 'ge' as in *twinge*. It is played the same way as the game described previously. See pages at the end of the Pausing Point for the game boards and cards.

Spelling Card Game

- Remove the Spelling Cards for sound/spellings reviewed in this unit from the Code Flip Books.
- Give one or two students a subset of the Spelling Cards, representing two to six sounds and six to fifteen spellings for those sounds.
- Ask students to sort the cards by sound, so each sound has its own row (e.g., there is one row for /s/, one row for /z/, one row for /k/).

- Ask students to place the Spelling Cards for each sound in order of frequency using the power bars.
- Ask what students remember about the various spellings for a sound: Are there any used at the beginning of a word? Any not used at the beginning of a word?, etc.

MORE HELP WITH TRICKY WORDS

- The following box contains all of the Tricky Words for Unit 1.

1. the	10. from	19. one
2. a	11. to	20. two
3. he	12. do	21. could
4. she	13. down	22. would
5. we	14. how	23. should
6. be	15. what	24. there
7. me	16. where	25. word
8. was	17. why	26. said
9. of	18. once	27. says

Tap the Tricky Word

- Write at least twelve Tricky Words from the list above on the board at a level where students will be able to tap them with a ruler.
- Divide the class into two teams and have them line up at the board.
- Call out a Tricky Word. Two students, one from each team, will race to the board to find the word and tap it with their ruler. The first student to find the word and tap it earns a point for their team.

Tricky Word Relay

- Write the Tricky Words listed in the previous box on two sets of yellow index cards.
- Divide the class into two teams. Have students line up by team on one side of the classroom and place each set of Tricky Words in two separate baskets or containers on a table or desk some distance away from where the teams are lined up.

- When you give the signal, two students, one from each team, will go to the table to pick out a Tricky Word from his team's basket to read. However, before moving, students must wait to hear your directions as to how they may move to get a Tricky Word. Here are some ideas.

1. Hop on the same foot.
2. Hop on alternate feet.
3. Jump with hands on hips.
4. Walk toe to toe.
5. Walk with hands grasping ankles.
6. Walk crossing one leg over the other.
7. Walk on tiptoe.

- The first student to pull a Tricky Word out of the basket and read it correctly earns a point for his/her team.

Tricky Word Bingo

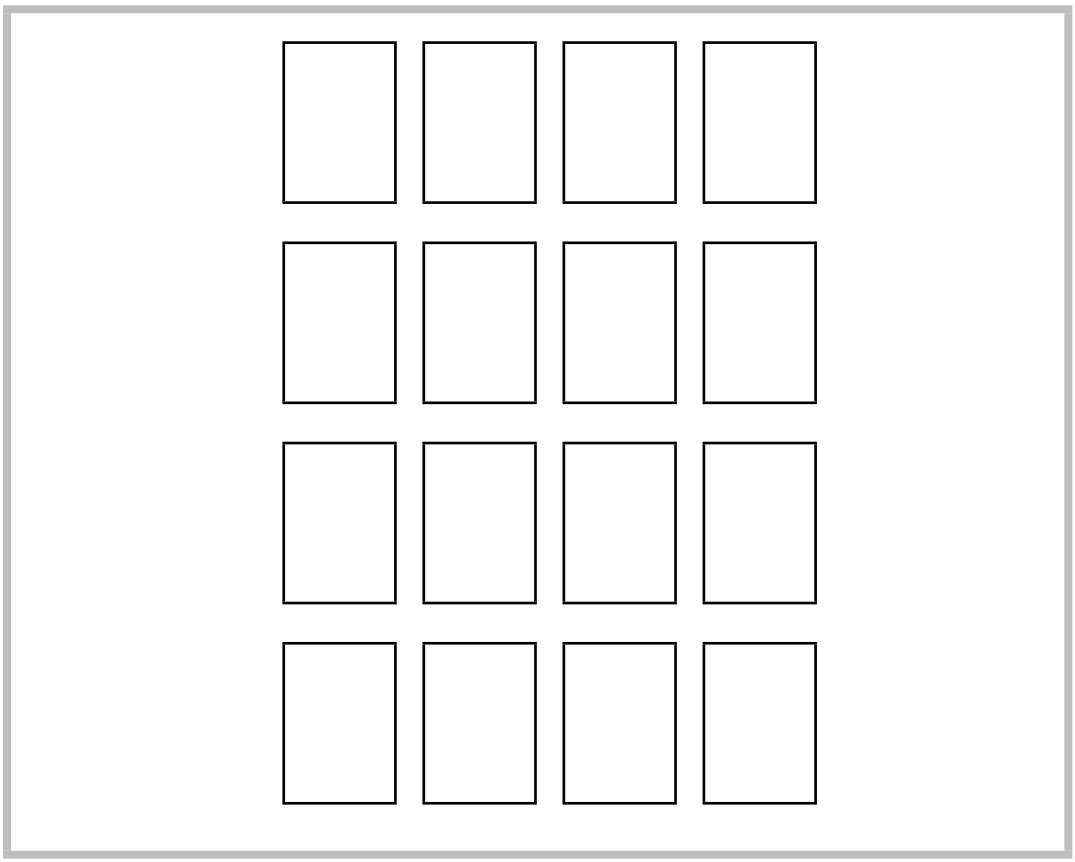
- Prepare the Tricky Word Bingo game boards. There are fifteen different game boards. Give each student a different one. Students may use some sort of tokens, such as checkers or colored squares of paper, to cover a word that is called, or you may direct them to mark words with a pencil.
- Tell students you are going to say some Tricky Words. Each time you say a Tricky Word, students should look at their cards to see if the Tricky Word is printed on it. If it is, students should mark the square where the Tricky Word is printed.
- Prior to starting play for the first time, hold up a bingo card or draw one on the board. Tell students they can yell out "bingo" if they mark five words in a straight line horizontally, vertically, or diagonally. Explain that the square with the star is a free space they can use as one of their five spaces.
- Draw words to call from your set of Tricky Word cards and pause to give the students a chance to mark their bingo cards. Continue until a student says "Bingo."
- Ask that student to read aloud his or her bingo words. As that student reads, check whether you said the words and whether the words are printed in a straight line. If so, the student wins. If not, continue saying words from the list until another student says "bingo."

Tricky Word Clues

- On the board, write three to six Tricky Words taught in this unit.
- Choose one word and then give students clues about that word.
- Clues could include the number of letters in the word, what the first and/or last letter in the word is, and what part of the word is tricky. Once students have found the right word, ask them to read the word and use it in a sentence.

Tricky Word Concentration

- Using two sets of Tricky Word cards, select eight pairs of the same words from each set. (You can increase the number of cards in each game to provide a greater challenge.)
- Shuffle the cards and lay them face down on the table, so there are four rows of four cards each.



- Have students turn over two cards at a time, attempting to find matching cards. Each time a pair is turned over, the student must read each word.

- If a student finds a match, he or she may keep the cards so long as he or she has read the words correctly.
- Let the game continue until all matches have been found. The person or team with the most cards is the winner.

MORE HELP WITH GRAMMAR

Past Tense Marker *–ed*

- Write the following sentences on the board and have students read them aloud. Point out that the verb *dusts* is in the present tense, while *dusted* is the past tense.

Mom dusts the shelf.	Mom dusted the shelf.

- Underline the ending 'ed' in *dusted.* Point out that 'ed' is read as /e/ /d/, just as one would expect. Explain that 'ed' is the past tense marker that shows the action has already happened.
- Write the sentences below on the board and have students read them aloud.

Ben spells the word.	Ben spelled the word.

- Ask students if they see a difference between the two sentences.
- Point out that the verb in the first sentence is in present tense and the verb in the second sentence is in past tense.
- Underline the ending 'ed' in *spelled*, which is pronounced /d/ in this example. Again, point out 'ed' is the past tense marker that shows that the action has already happened.
- Write the following sentences, including the omission, on the board:

Jen brushes the dog.	Jen _____ the dog.

- Tell students the sentence with the omission is in past tense.
- Ask students to fill in the blank with the verb *brush* in past tense. Have a student come up to the board and write the word in the blank. *(brushed)*
- Point out in this example, the past tense marker 'ed' is pronounced /t/.

- Repeat with the sentences below:

Pat plants the grass.

Pat _____ the grass. *(planted)*

Dad grills two hot dogs.

Dad _____ two hot dogs. *(grilled)*

MORE HELP WITH CAPITALIZATION AND PUNCTUATION

Scrambled Sentences

- Using decodable words and familiar Tricky Words, write a scrambled sentence on the board. Ask students to unscramble the words to create a sentence that makes sense, then ask one student to come to the board to rewrite the sentence using appropriate capitalization and punctuation.
- Here are some sample sentences to help you get started; note that some sentences may be unscrambled as either statements or questions.

1. hat have the black a did witch
2. elves danced the princess twelve with
3. dishes the the sink stink in
4. must fast we act
5. insects mom upset with did get the
6. in me let
7. is how she
8. you solve the can problem

Make a Sentence

- Write decodable words from this unit or from the following box on green index cards and place in a basket or container. Write previously reviewed Tricky Words from the word box in More Help with Tricky Words on yellow cards and place in a basket or container.

Green cards:

1. am	19. dress	37. it	55. ran	73. then
2. an	20. drink	38. its	56. red	74. thing
3. and	21. end	39. jump	57. run	75. think
4. as	22. fast	40. just	58. sat	76. this
5. ask	23. fat	41. last	59. set	77. until
6. at	24. get	42. left	60. seven	78. up
7. back	25. got	43. let	61. shall	79. upon
8. bed	26. had	44. long	62. sing	80. us
9. best	27. hand	45. man	63. sit	81. well
10. big	28. has	46. men	64. six	82. went
11. black	29. hat	47. much	65. stand	83. when
12. box	30. help	48. must	66. stop	84. will
13. bring	31. him	49. next	67. such	85. wish
14. but	32. his	50. not	68. tell	86. with
15. can	33. hot	51. off	69. ten	87. yes
16. cut	34. if	52. on	70. than	
17. did	35. in	53. pick	71. that	
18. dog	36. is	54. present	72. them	

- Draw a "yellow" word from the Tricky Word basket and a "green" word from the decodable word basket and ask each student to make up an original sentence using the word cards. Students should have paper and pencil or dry erase boards and markers to write their sentences. Remind students to use appropriate capitalization and punctuation when writing their sentences.
- Ask each student to read his or her sentence. Check for appropriate capitalization and punctuation and award points as shown in the bar that follows:

Capitalization		**Punctuation**	
First word in the sentence	1 point	Period	1 point
Proper noun	1 point	Question mark	2 points
		Exclamation mark	2 points

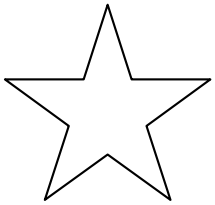
- Depending on students' skill level, you may also want to award points for accurate spelling.
- Modify the difficulty according to students' needs. You can make the task more challenging by pulling several yellow and green cards and stipulating that all of the words pulled must be used in a sentence.
- You can make the task easier by pulling only one yellow and one green card, and orally create a single sentence as a group that each student must then write and punctuate.

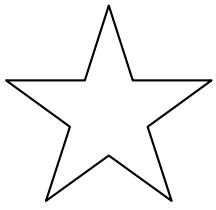
Editing Practice

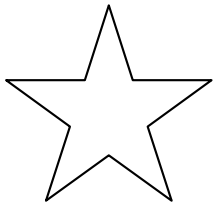
- Tell students to read each sentence on Activity Page PP.11 and then write it correctly on the line below it, using appropriate capitalization and punctuation.

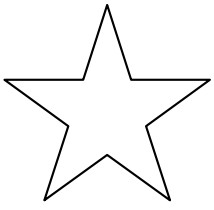
Activity Page PP.11

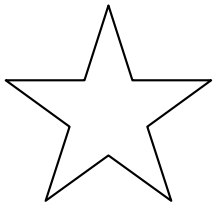
TRICKY WORD BINGO CARDS

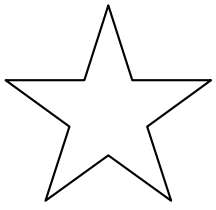
she	be	word	how	a
he	could	of	was	we
from	said		says	why
down	two	should	the	would
do	one	where	me	once

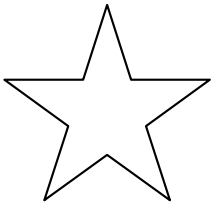
what	down	there	do	one
once	how	the	could	from
would	where		to	she
says	be	a	we	word
why	of	said	two	me

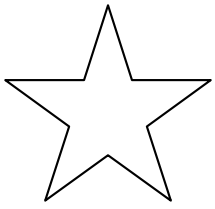
could	to	should	there	she
a	word	one	said	two
why	would		he	once
down	how	was	we	be
the	from	says	of	what

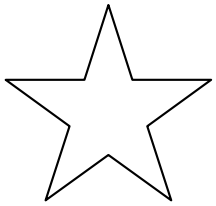
word	of	one	could	says
me	two	he	a	from
do	how		the	be
should	we	was	she	where
said	down	why	once	what

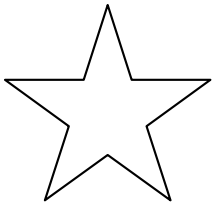
we	why	of	word	what
was	a	two	how	down
could	should		says	do
said	the	me	she	be
there	would	where	he	from

we	she	of	a	to
me	how	he	once	was
what	be		where	said
from	two	why	word	should
the	would	could	one	down

she	word	why	said	could
we	a	one	once	the
me	should		where	was
down	do	how	there	would
from	what	he	be	two

be	was	there	to	do
two	why	she	word	one
the	would		a	from
says	where	said	we	what
could	me	he	once	of

how	down	word	from	two
she	to	the	he	be
there	could		one	should
of	once	what	why	would
a	we	said	me	do

word	once	of	what	she
how	a	why	one	me
from	where		to	says
the	we	two	could	he
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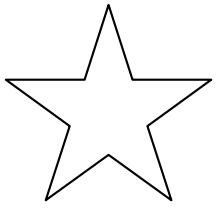
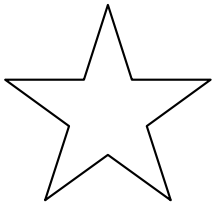
says	two	to	would	he
be	down	once	do	could
was	how		me	there
what	the	said	we	word
a	she	of	why	one

how	he	down	of	why
be	says	would	a	said
do	one		word	two
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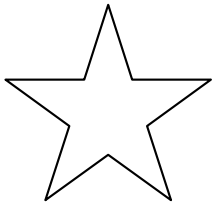
how	down		said	could
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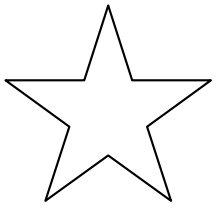
where	one		she	should
could	down	two	we	be
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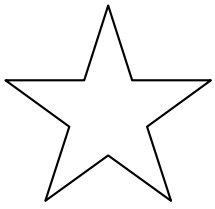
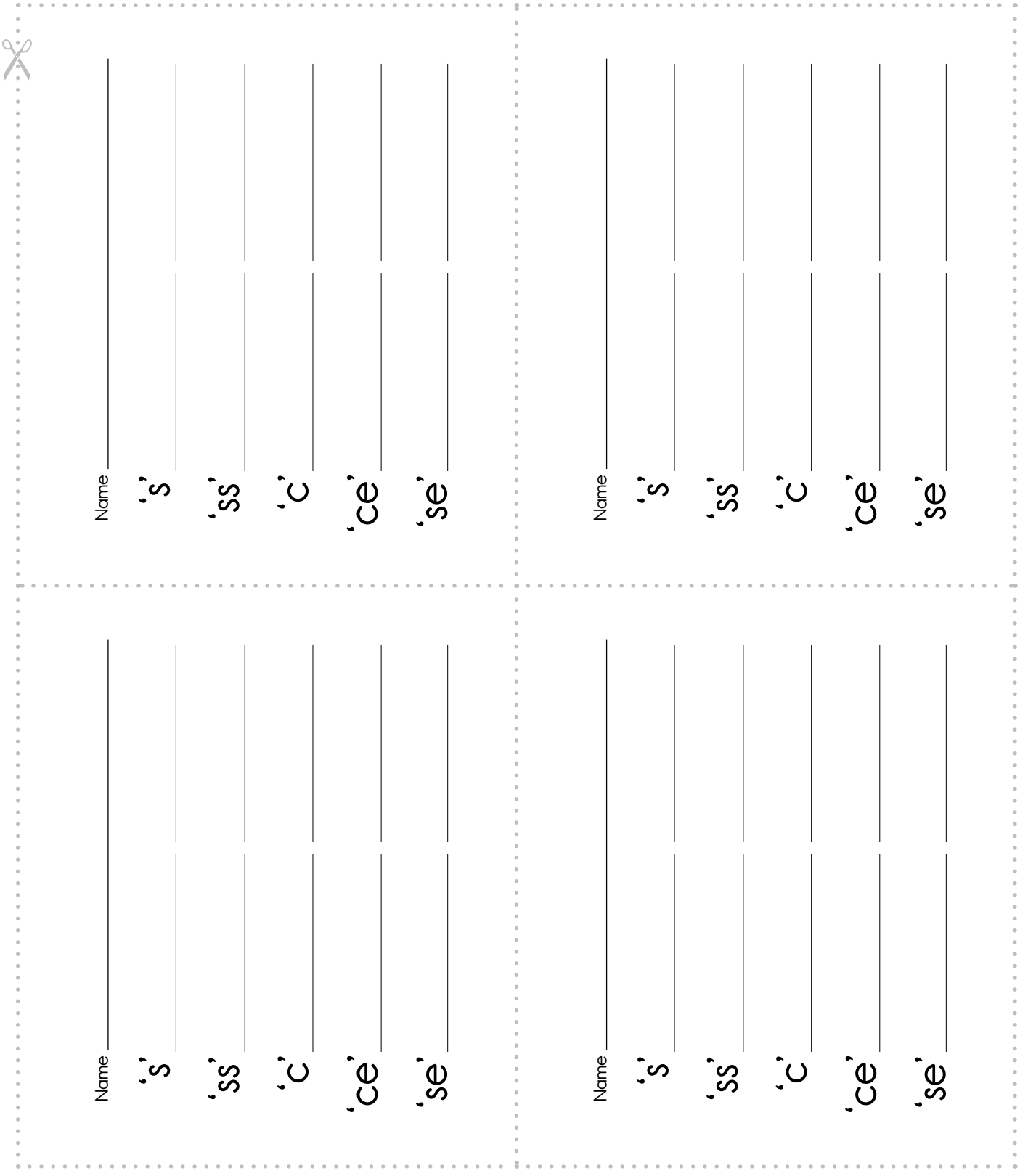
why	me		do	once
of	a	what	he	how
should	there	says	two	could

SPELLING SEARCH GAME

‘s’ ‘ss’ ‘c’ ‘ce’ ‘se’			
	banks	fit·ness	sink
	lettuce		prance
	dis·cuss*		wrist
	dense		cells
	prince	sen·tence*	dancing

chance	cent	rinse	citrus
	swimming		trunks
	class		snatch
	France		pulse
sense*	whisk	fence	glass

SPELLING SEARCH GAME



SPELLING SEARCH GAME

just	hinge	fringe
leg·end		jumped
cringe		junk
gel		logic
mag·ic	plunge	binge

‘j’
‘g’
‘ge’

tragic	subject	gem	challenge
	digit		twinge
	job		jam
	cringed		pro·ject
college	jot	gems	jacket

SPELLING SEARCH GAME

Name

‘j’

‘g’

‘ge’

Name

‘j’

‘g’

‘ge’

Name

‘j’

‘g’

‘ge’

Name

‘j’

‘g’

‘ge’

Teacher Resources

Grade 2	Skills 1

Teacher Guide

Grade 2 | Skills 1

Teacher Resources

Grade 2 Individual Code Chart
Placement Planning Sheet—Unit 1
Word Reading Assessment Word List—Unit 1
Sample Anecdotal Reading Record
Anecdotal Reading Record—Unit 1
Sample Discussion Questions Observation Record
Discussion Questions Observation Record—Unit 1
Sample Cat Bandit Chart
Lesson 15: Analysis of Student Errors
Lesson 15: Spelling Analysis Directions
Lesson 20: Analysis of Student Errors
Lesson 20: Spelling Analysis Directions
Lesson 21: Analysis of Student Errors
Lesson 21: Spelling Analysis Directions
End-of-Unit Assessment Analysis—Unit 1
Assessment Recording Sheet—Unit 1
Tricky Word Assessment—Unit 1 (optional)
Tricky Word Assessment List—Unit 1
Additional Support Activity Pages
Activity Book Answer Key
Appendix A: Overview of the Skills Strand
Appendix B: Grade 2 Scope and Sequence
Appendix C: Using Chunking to Decode Multisyllable Words
Texas Essential Knowledge and Skills Correlation Chart
English Language Proficiency Standards Correlation Chart

GRADE 2 INDIVIDUAL CODE CHART

1

p
pot

pp
napping

b
bat

bb
rubbing

t
top

tt
sitting

ed
asked

d
dot

dd
add

ed
filled

/k/
c
cat
k
kid
ck
black
ch
school
cc
hiccup
/g/
g
gift
gg
egg
gu
guess
gh
ghost
/ch/
ch
chin
tch
itch
/j/
j
jump
g
gem
ge
fringe
dge
judge
dg
judging

3

f fit

ff stuff

ph phone

gh tough

v vet

ve twelve

s sun

c cent

ss dress

ce prince

se rinse

st whistle

sc scent

s dogs

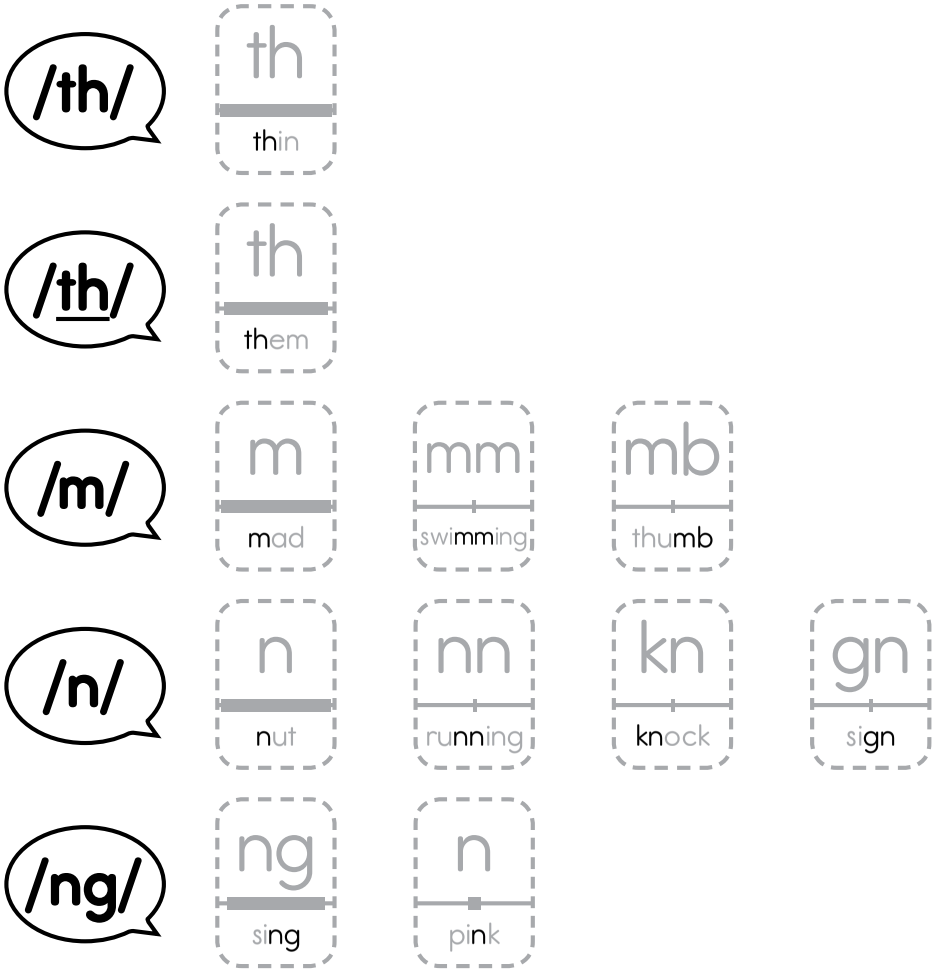
z zip

se pause

zz buzz

ze bronze

4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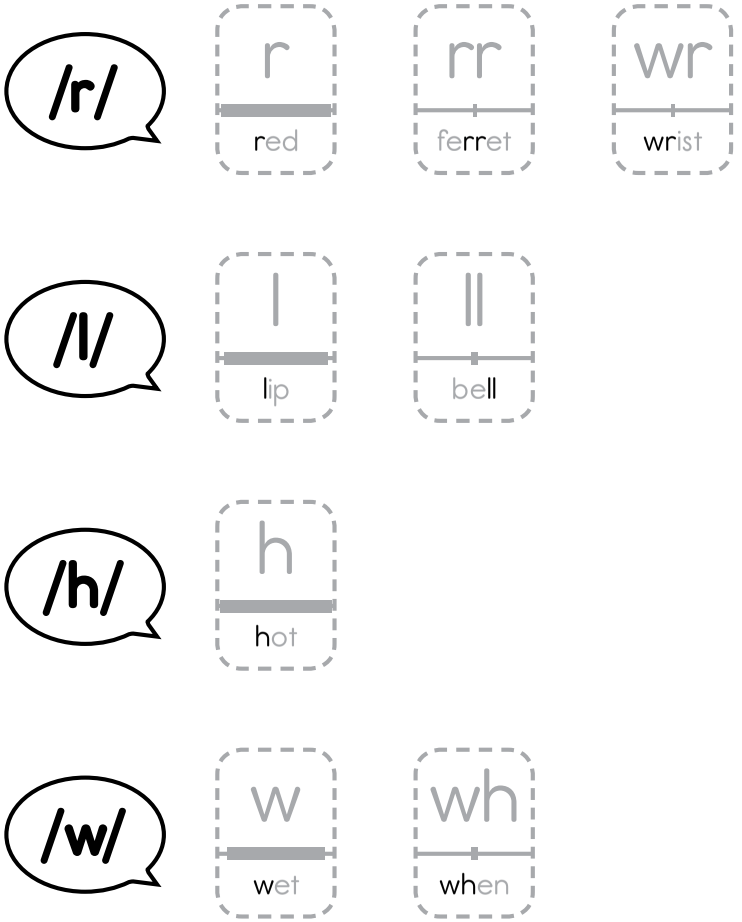
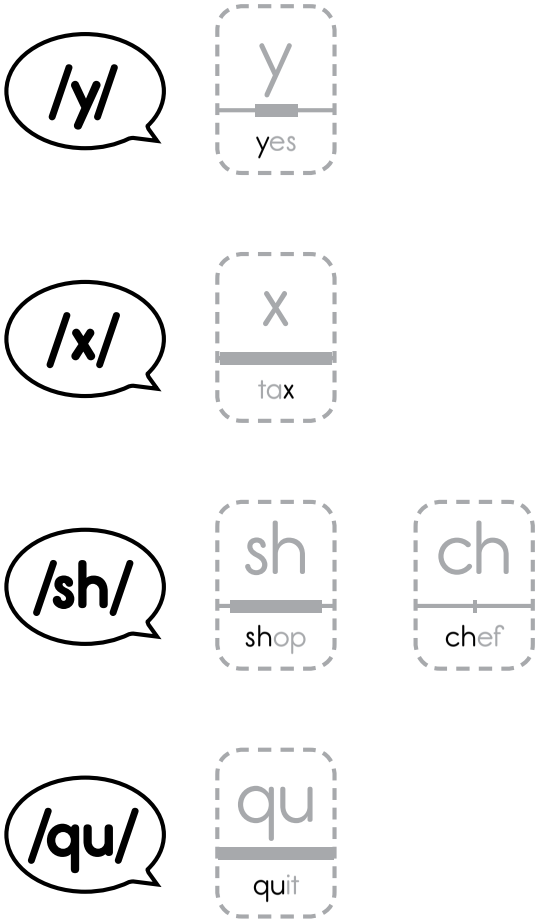
n
pink

5

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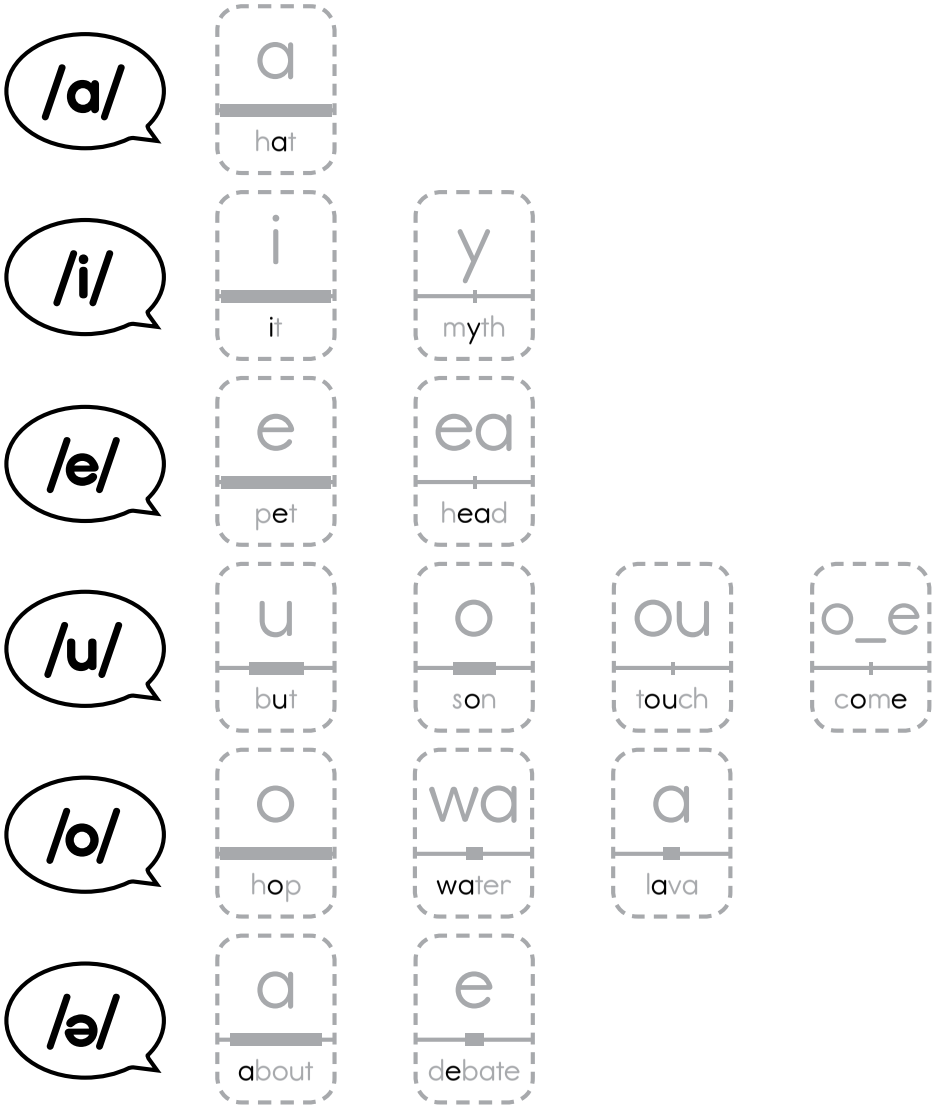
7


/a/
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ou
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come
/o/
o
hop
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lava
/ə/
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about
e
debate

8

/ə/+/l/
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le apple
el travel
ul awful
il pencil
/ae/
a paper
a_e cake
ai wait
ay day
ey hey
eigh weight
ea great
/ee/
y funny
e me
i ski
ee bee
ea beach
ie cookie
ey key
e_e Pete
/ie/
i biting
i_e bite
y try
ie tie
igh night
/oe/
o open
o_e home
ow snow
oa boat
oe toe
/ue/
u unit
u_e cute
ue cue

oo soon | u student | u_e tune | ew new | ue blue | ou soup | ui fruit | o do | o_e move

oo look | u push

ou shout | ow now

oi oil | oy toy

au Paul | aw paw | al wall | ough bought | augh caught

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door

PLACEMENT PLANNING SHEET—UNIT 1

Teacher Name _____ Date_____

Last Name	First Name	"Snacks"	"Prince Vincent"	"The Beach"	"Sink or Float"	Word Recognition	Group

WORD READING ASSESSMENT WORD LIST—UNIT 1

1.	cat	hot	run	jet	wax
2.	zip	kid	bad	fog	hum
3.	man	vet	fig	yes	lip
4.	brag	grab	stop	spit	flap
5.	drip	clip	dust	send	left
6.	taps	dogs	crust	print	crabs

7.	that	song	thin	fill	shed
8.	chop	sack	mess	stuff	quiz
9.	the	to	a	of	was
10.	you	said	they	would	are
11.	have	who	one	from	there
12.	were	two	your	their	any

13.	name	fine	cheek	home	cute
14.	loud	book	oil	soon	law
15.	her	fork	card	filled	helped
16.	whip	cent	honk	germ	dance
17.	large	knot	rinse	serve	itch
18.	sold	we	snow	aim	fight

19.	funny	reach	fry	may	ski
20.	bunnies	making	blind	Pete	road
21.	along	work	mother	more	done
22.	apple	action	hurt	animal	bird
23.	wall	now	push	head	fault
24.	new	unit	boy	early	student

SAMPLE ANECDOTAL READING RECORD

Below is an example of a completed Anecdotal Reading Record. A blank Anecdotal Reading Record is found on the next page. You will need to make a copy of the blank Anecdotal Reading Record for each student. As you listen to each student read, make notes about his or her reading ability in his or her respective Reading Record.

Name: T. Ellis

Lesson: 11 (The Hot Dog)

Page 2: T. said "shef" for "shelf". Page 4: T. said "shef" for "shelf" in the second line but read the word correctly further down the page. He paused before "himself" and sounded out 'self' but didn't blend the whole word correctly.

Lesson: 13 (The Chicken Nugget)

Page 6: T. dropped the 'en' from "chicken" twice. Page 8: He read "sprung" for "sprang." He self-corrected when he misread the 'est' in "biggest."

Recommendation: Encourage T. to systematically finger track all text from left to right and take his time reading.

Lesson: 16 (The Ham)

Page 16: T. read without acknowledging different punctuation (?, !, ? in a row); his voice stayed the same as he read each sentence. He read "spots" for "spotted". Page 18: He read "Clang!" appropriately, acknowledging the exclamation point. Page 20: He read the onomatopoeia words with good inflection for the exclamation points.

Lesson: 18 (The Milk)

Page 28: T. self-corrected when he misread "grinned". Page 30: He used good inflection to show he understood the use of exclamation points.

Lesson: 21 (The Chips)

Page 34: T. said "long" for "log"; he read "long" correctly a few sentences above. Page 36: He transposed words in the second sentence. He omitted "went" in the last sentence. He seemed to be racing through the text. Page 38: He did not acknowledge the exclamation point after "Slash".

Recommendation: Encourage T. to take his time reading. Additional practice reading sentences with varied punctuation may be helpful.

ANECDOTAL READING RECORD—UNIT 1

Name:
Lesson:
Lesson:
Lesson:
Lesson:
Lesson:

SAMPLE DISCUSSION QUESTIONS OBSERVATION RECORD

Below is an example of a completed Discussion Questions Observation Record. A blank copy for you to photocopy and fill in is found on the next page. Throughout the unit, as you ask students comprehension questions after reading, record each student's response using the legend below. Be sure to note whether or not the student answered in a complete sentence and whether or not he/she answered the question correctly. Also denote what type of question (literal, inferential, evaluative) the student was answering. At the end of the unit, tabulate the student's performance in the subtotal column. Pay particular attention to the types of questions that may be problematic for certain students.

Discussion Questions Observation Record

CS ✓ - Answered in a complete sentence

CS ✗ - Did not answer in a complete sentence

L ✓ - Answered a literal question correctly

L ✗ - Answered a literal question incorrectly

I ✓ - Answered an inferential question correctly

I ✗ - Answered an inferential question incorrectly

E ✓- Answered an evaluative question correctly

E ✗ - Answered an evaluative question incorrectly

Student	Lesson: 11	Lesson: 12	Lesson: 14	Lesson: 16	Lesson: 17	Lesson: 18	Subtotal
B. Allen	CS ✓ I ✓				CS ✓ E ✗		CS 2/2 1/2 ✓
S. Bishop	CS ✓ I ✓					CS ✓ I ✓	CS 2/2 2/2 ✓
L. Bronson				CS ✗ E ✗	CS ✓ E ✗		CS 1/2 0/2 ✓
J. Chen		CS ✓ E ✓	CS ✓ L ✓				CS 2/2 2/2 ✓
T. Ellis	CS ✓ L ✓		CS ✓ L ✓				CS 2/2 2/2 ✓
B. Finn	CS ✓ I ✓			CS ✗ E ✓			CS 1/2 2/2 ✓
J. Joyce		CS ✓ E ✓		CS ✓ E ✗			CS 2/2 1/2 ✓
R. Little		CS ✓ E ✓				CS ✗ I ✓	CS 1/2 2/2 ✓
K. Miller				CS ✓ E ✗		CS ✓ I ✓	CS 2/2 1/2 ✓
M. Moore	CS ✗ L ✓					CS ✗ I ✓	CS 0/2 2/2 ✓
P. Nuñez			CS ✗ L ✓		CS ✓ E ✗		CS 1/2 1/2 ✓
G. O'Neill				CS ✓ E ✓	CS ✓ E ✓		CS 2/2 2/2 ✓
K. Powell			CS ✓ L✓		CS ✓ E ✓		CS 2/2 2/2 ✓
T. Smith		CS ✓ E ✓	CS ✓ L ✗				CS 2/2 1/2 ✓
W. Stein		CS ✓ L ✓				CS ✓ I ✓	CS 2/2 2/2 ✓

DISCUSSION QUESTIONS OBSERVATION RECORD—UNIT 1

CS✓ - Answered in a complete sentence
L✓ - Answered a literal question correctly
I✓ - Answered an inferential question correctly
E✓ - Answered an evaluative question correctly

CS× - Did not answer in a complete sentence
L× - Answered a literal question incorrectly
I× - Answered an inferential question incorrectly
E× - Answered an evaluative question incorrectly

Student	Lesson:	Lesson:	Lesson:	Lesson:	Lesson:	Lesson:	Subtotal

SAMPLE CAT BANDIT CHART

Story Title	Food the Cat Bandit Stole	Where the Food Was	How He Got to the Food	Sound Words
"The Hot Dog"	hot dog	den	jumped on a shelf	sniff munch
"The Chicken Nugget"	chicken nugget	sink	ran up the boxes	sniff munch
"The Snack Mix"	snack mix	shelf	tongs zipped off a rock that hit the basket	switch bing chomp
"The Ham"	ham	big black pan	stuck a magnet on the end of a belt, swung the belt to hit and stick to the pan	clang munch
"The Fish"	fish	hanging on a string	put glasses in the sun, the sun from the glasses shone on the string, the string went rip	rip munch
"The Milk"	milk	deck	got Dad's belt, swung the belt on the string, zipped off on the string, kicked the cup to spill the milk	whiz pop thwack lap
"The Chips"	chips	top shelf	sat on one end of a plank, slid a rock to land on the plank, popped up and landed on the shelf	smack whiz slash

LESSON 15: ANALYSIS OF STUDENT ERRORS

Student name	Column 1: 'e' for /i/ *picnic, wish, bandit, think, drift*	Column 2: 'i' for /e/ *shelf*	Column 3: Digraph Difficulties 'sh', 'th', 'ch' *she, wish, think, shelf, munch*	Column 4: Consonant Clusters 'nk', 'lf', 'spr', 'ng', 'dr', 'ft' *think, shelf, sprang, drift*	Column 5: Tricky Word: *she*	Column 6: Notes

LESSON 15: SPELLING ANALYSIS DIRECTIONS

Write students' names in the column provided. The words on today's spelling assessment include varied spelling patterns. Place an X in the column of any spelling pattern that the student did not spell correctly. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student and ask him or her to explain his or her thinking to you. This may help you understand the student's confusion and allow you to clear up the misunderstanding.

Columns 1 and 2

What an error in these columns mean: The spelling 'e' for the /e/ sound and 'i' for the /i/ sound are basic code spellings. It is common for first- and second-grade students to confuse these vowels. It is hard for them to hear the difference between two very similar-sounding vowels.

What you should do: Word sorts and exposure to words with 'e' and 'i' as medial vowel sounds will increase students' comfort levels with choosing the correct spelling for each sound.

Column 3

What an error in this column means: 'sh', 'th', and 'ch' are consonant digraph spellings. These students do not understand the concept of two letters making one sound.

What you should do: Word sorts and exposure to words with consonant digraphs will increase students' comfort levels with choosing the correct spelling for each sound.

Column 4

What an error in this column means: 'nk', 'lf', 'spr', 'ng', 'dr', 'ft' are consonant clusters. These are blends of the letter sounds in the clusters. These students are having difficulty differentiating each sound in the cluster(s).

What you should do: Word sorts and exposure to words with consonant clusters will increase students' comfort levels with choosing the correct spelling for each sound.

Column 5

What an error in this column means: The word *she* is a Tricky Word. Tricky Words do not follow the rules for encoding that students have learned thus far.

What you should do: For now, students should memorize how to spell this Tricky Word. Additional practice reading and writing Tricky Words can be found in the Pausing Point.

Column 6

In the last column, specifically note any other confusion evidenced by individual student errors. Analyze any patterns and provide targeted remediation.

Student name																			
10 *until*																			
9 *kissing*																			
8 *snacking*																			
7 *buzzing*																			
6 *how*																			
5 *smelling*																			
4 *problem*																			
3 *mixing*																			
2 *running*																			
1 *hitting*																			

LESSON 20: SPELLING ANALYSIS DIRECTIONS

Write students' names in the column provided. The words on today's spelling assessment include adding *–ing* to words that do not require first doubling the final consonant and words that do require first doubling the final consonant. In addition, there are other two-syllable words. Place an X in the column of any word that the student did not spell correctly. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student and ask him or her to explain his or her thinking to you. This may help you understand the student's confusion and allow you to clear up the misunderstanding.

Numbers 1, 2

What an error in these words means: Adding *–ing* to these words requires first doubling the final consonant. These students did not correctly identify that the final consonant needs to first be doubled before adding *–ing*.

What you should do: Practice identifying and writing words that require first doubling the final consonant before adding suffixes will increase students' comfort levels with choosing the correct spelling for each sound.

Numbers 3, 5, 7, 8, 9

What an error in these words means: Adding *–ing* to these words does not require first doubling the final consonant; these words end with double consonant spellings. These students did not correctly identify that the base word ends with a double consonant spelling.

What you should do: Practice identifying and writing words that require first doubling the final consonant before adding suffixes will increase students' comfort levels with choosing the correct spelling for each sound.

Numbers 4, 10

What an error in these words means: These are two-syllable short vowel words. These students are having difficulty differentiating each sound in each syllable.

What you should do: Word sorts and exposure to words with consonant clusters will increase students' comfort levels with choosing the correct spelling for each sound.

Number 6

What an error in this word means: The word *how* is a Tricky Word. Tricky Words do not follow the rules for encoding that students have learned thus far.

What you should do: For now, students should memorize how to spell this Tricky Word. Additional practice reading and writing Tricky Words can be found in the Pausing Point.

Student name																				
10 *should*																				
9 *think*																				
8 *thing*																				
7 *thin*																				
6 *hunk*																				
5 *hung*																				
4 *hunt*																				
3 *sank*																				
2 *sang*																				
1 *sand*																				

LESSON 21: SPELLING ANALYSIS DIRECTIONS

Write students' names in the column provided. The words on today's spelling assessment include differentiating between the /n/ and /ng/ sounds. Place an X in the column of any word that the student did not spell correctly. Examine errors for patterns using the information provided below. If a pattern is identified, speak with the student and ask him or her to explain his or her thinking to you. This may help you understand the student's confusion and allow you to clear up the misunderstanding.

Numbers 1, 4, 7

What an error in these words means: These words contain 'n' > /n/. These students are having difficulty identifying that 'n' makes the /n/ sound.

What you should do: Practice identifying and writing words that simply have 'n' > /n/ will increase students' comfort levels with choosing the correct spelling for each sound.

Numbers 2, 5, 8

What an error in these words means: These words contain 'ng' > /ng/. These students are having difficulty identifying that 'ng' work together to make the sound /ng/.

What you should do: Practice identifying and writing words that have 'ng' > /ng/ will increase students' comfort levels with choosing the correct spelling for the sound. Word sorts and exposure to words with similar spellings will also help students differentiate sounds and spellings.

Numbers 3, 6, 9

What an error in these words means: These words contain 'n' > /ng/ followed by 'k' > /k/. These students are having difficulty identifying that when 'n' is followed by 'k' in a word, 'n' often makes the /ng/ sound.

What you should do: Practice identifying and writing words that have 'n' > /ng/ will increase students' comfort levels with choosing the correct spelling for the sound. Word sorts and exposure to words with similar spellings will also help students differentiate sounds and spellings.

Number 10

What an error in this word means: The word *should* is a Tricky Word. Tricky Words do not follow the rules for encoding that students have learned thus far.

What you should do: For now, students should memorize how to spell this Tricky Word. Additional practice reading and writing Tricky Words can be found in the Pausing Point.

END-OF-UNIT ASSESSMENT ANALYSIS—UNIT 1

- Write students' names in the appropriate column of the Assessment Recording Sheet that follows.
- For the **Dictation Identification Assessment** (Activity Page 22.1), indicate any errors in columns 1 to 10. Particular attention should be given to any column that has an error. When analyzing these errors, use a clean unmarked copy of the dictation page and have the student read the line containing the error. Then ask the student to point and say aloud the correct word for that line. The student's oral response will let you know if it was a careless error or if the student needs additional instruction. Use the following to assist your remediation.
- For any items that require students to write responses, look for and assess students' ability to form letters accurately.

Line	Feature	Source
1	add *–ed*	Pausing Point page 261
2	'ce' > /s/	Pausing Point page 256
3	'wh' > /w/	Pausing Point page 252
4	's' > /z/	Pausing Point page 252
5	'kn' > /n/	Pausing Point page 252
6	's' > /s/	Pausing Point page 256
7	'c' > /s/	Pausing Point page 256
8	'mm' > /m/	*Pausing Point* page 253
9	'wr' > /r/	Pausing Point page 253
10	've' > /v/	Pausing Point page 253

- Indicate errors from the **Punctuation Assessment** (Activity Page 22.2) on which students added punctuation to sentences. If students made more than three errors, it may indicate a need for additional instruction or reteaching. Look for error patterns in punctuation type for additional information about instructional needs.
- Indicate errors from the **Suffix *–ing* Assessment** (Activity Page 22.3). If students make more than four errors on numbers 4, 5, 6, and 8, it may indicate a need for additional instruction or reteaching. More than three errors on numbers 2, 3, 7, and 9 may indicate a need for additional instruction or reteaching.

- For the **Comprehension Assessment** (Activity Page 22.4), record the number of questions answered correctly. Any score of less than 3 correct out of 5 is cause for concern. Administer further assessment by completing the following:
  - Prepare a copy of the story and a blank copy the questions. Ask the student to read the story aloud to you in a one-on-one setting as you make a running record on the blank copy. Then ask the student to read aloud the questions. Have the student answer the questions orally.
  - If the student correctly answers the questions and there are no major miscues in the running record, then it may simply be a matter of carelessness on the part of the student. It may be worthwhile to use the Pausing Point for students to practice going back to find answers in the text.
- If the student cannot read the story and/or the questions correctly, there may be a decoding problem. Carefully review your running record to see which sound/letter combinations are giving the student difficulty. Then review the results of the Dictation Identification Assessment as it may corroborate the decoding difficulty.

ASSESSMENT RECORDING SHEET—UNIT 1

	Dictation Identification Assessment Activity Page 22.1										Punctuation Assessment Activity Page 22.2									
	add *–ed*	'ce' < /s/	'wh' < /w/	's' < /z/	'kn' < /n/	's' < /s/	'c' < /s/	'mm' < /m/	'wr' < /r/	've' < /v/	?	¡	?	.	.	?	¡	.	?	.
Student Name	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10

ASSESSMENT RECORDING SHEET—UNIT 1 (CONTINUED)

	Suffix –*ing* Activity Page 22.3									Comphrehension Assessment Activity Page 22.4				
	no double	no double	no double	double	double	double	no double	double	no double	B	C	B	a dog, a pig	end of a belt
Student Name	1	2	3	4	5	6	7	8	9	1	2	3	4	5

TRICKY WORD ASSESSMENT LIST—UNIT 1 (OPTIONAL)

Student Name:_____

Instructions: This is an optional assessment of Tricky Words reviewed in this unit. At the end of Unit 1, show the student the Tricky Word List which follows this record. Ask him/her to read each word from the list, proceeding in order from top to bottom.

Provide the student with either a blank sheet of paper or card stock to place on the word list page directly under the row he or she is reading. As he or she completes a row, he or she should slide the paper down just enough to read the next row.

Record the student's performance on each word in the following chart, using + to indicate that the word was read correctly and – to indicate the word was read incorrectly; if the student misreads a completely different word in its place, record the word read by the student. Mark as incorrect any word that the student does not read within 3–5 seconds.

Tricky Word	End of Unit 1 Assessment: Date _____
1. word	
2. me	
3. down	
4. why	
5. there	
6. could	
7. once	
8. how	
9. a	
10. he	
11. one	
12. was	
13. be	
14. says	
15. do	
16. the	
17. what	
18. two	

TRICKY WORD ASSESSMENT LIST—UNIT 1

1. word	2. me	3. down
4. why	5. there	6. could
7. once	8. how	9. a
10. he	11. one	12. was
13. be	14. says	15. do
16. the	17. what	18. two
19. we	20. said	21. should
22. of	23. she	24. to
25. from	26. would	27. where

Additional Support Activity Pages

Grade 2	Skills 1

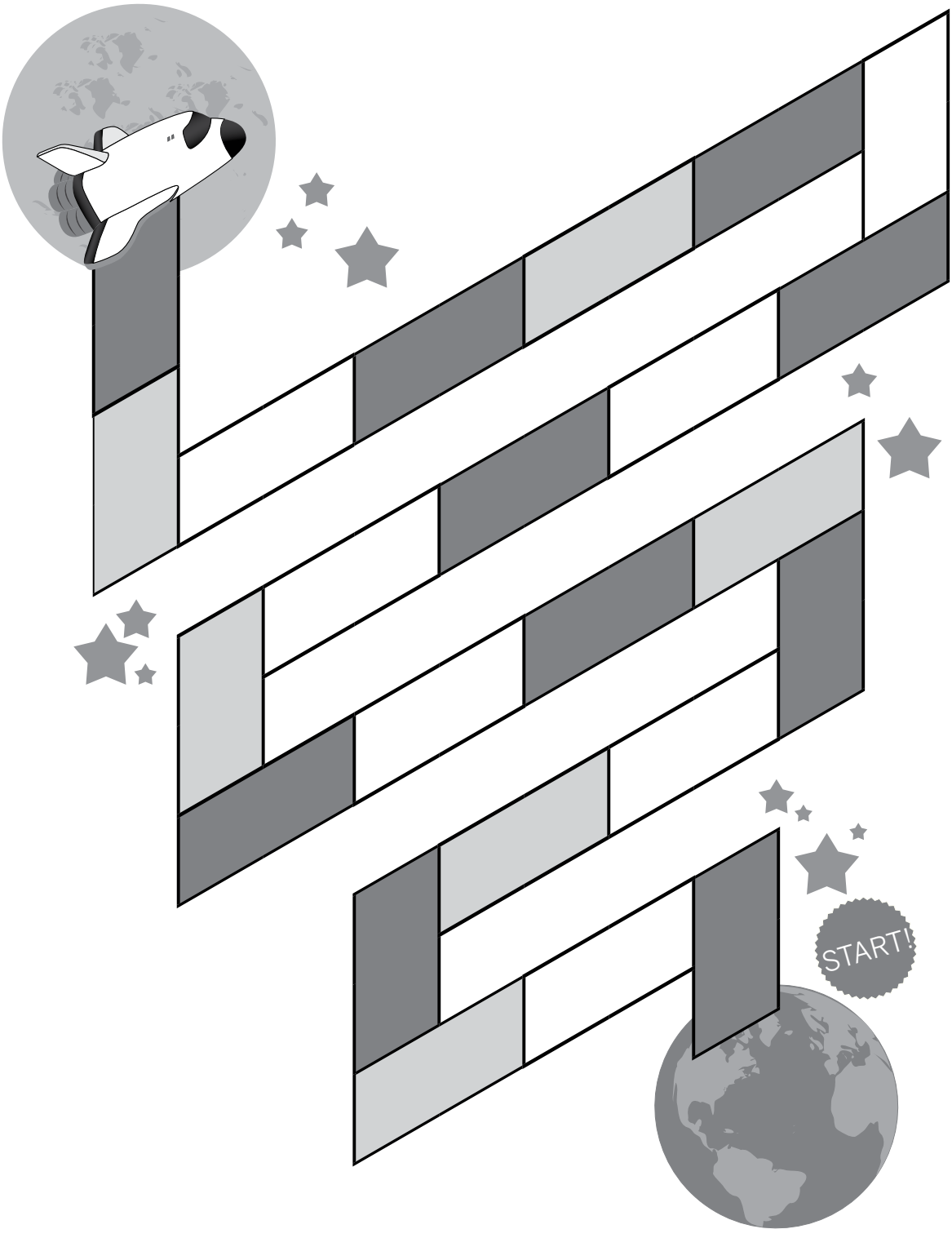
Teacher Guide

NAME: _____

DATE: _____

TR 11.1

Moon Shot



NAME: _____

DATE: _____

TR 11.2

Template for Moon Shot Word Cards

Directions: Copy template for each pair of students. Cut out the cards.

she	box
drift	wish
think	picnic
munch	sprang
shelf	bandit

NAME: _____

DATE: _____

TR 11.3

Moon Shot Good To Go Cards

Directions: Copy template for each pair of students. Cut out the cards.

Move Forward Two Spaces!	Move Forward One Space!
Move Forward Three Spaces!	Move Forward Four Spaces!
Move Forward One Space!	Move Forward Two Spaces!
Move Forward Two Spaces!	Move Forward Five Spaces!
Move Forward One Space!	Move Forward Two Spaces!

NAME: _____

DATE: _____

TR 11.4

Moon Shot Problem Cards

Directions: Copy template for each pair of students. Cut out the cards.

Sorry! Lose a Turn	Go back one space
Go back two spaces	Go back one space
Go back one space	Go back three spaces
Go back three spaces	Go back two spaces
Go back four spaces	Sorry! Lose A Turn

NAME: _____

DATE: _____

TR 12.1

Race to the Top Word Cards

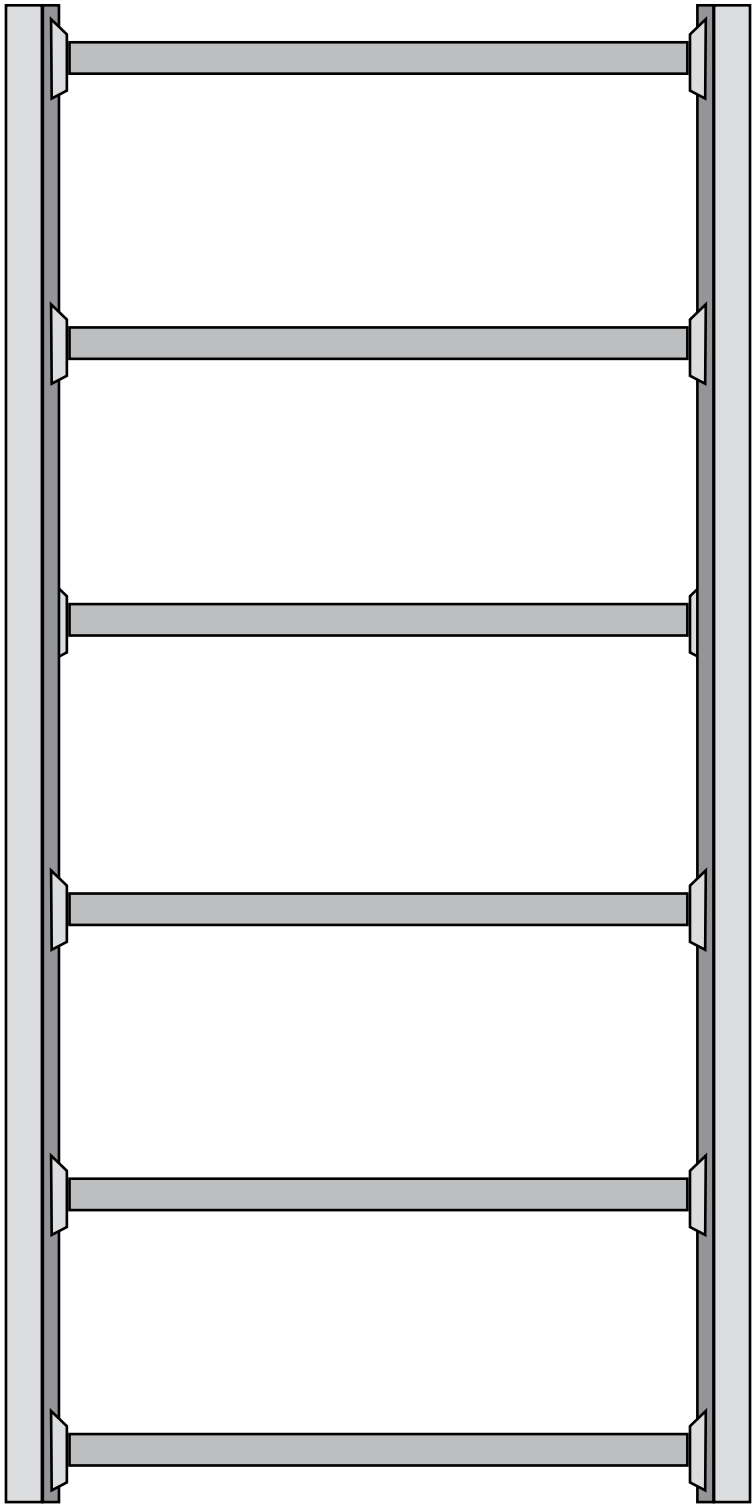
Directions: Copy template several times and write words on each card. Cut out the cards.

NAME: _____

DATE: _____

TR 12.2

Race to the Top



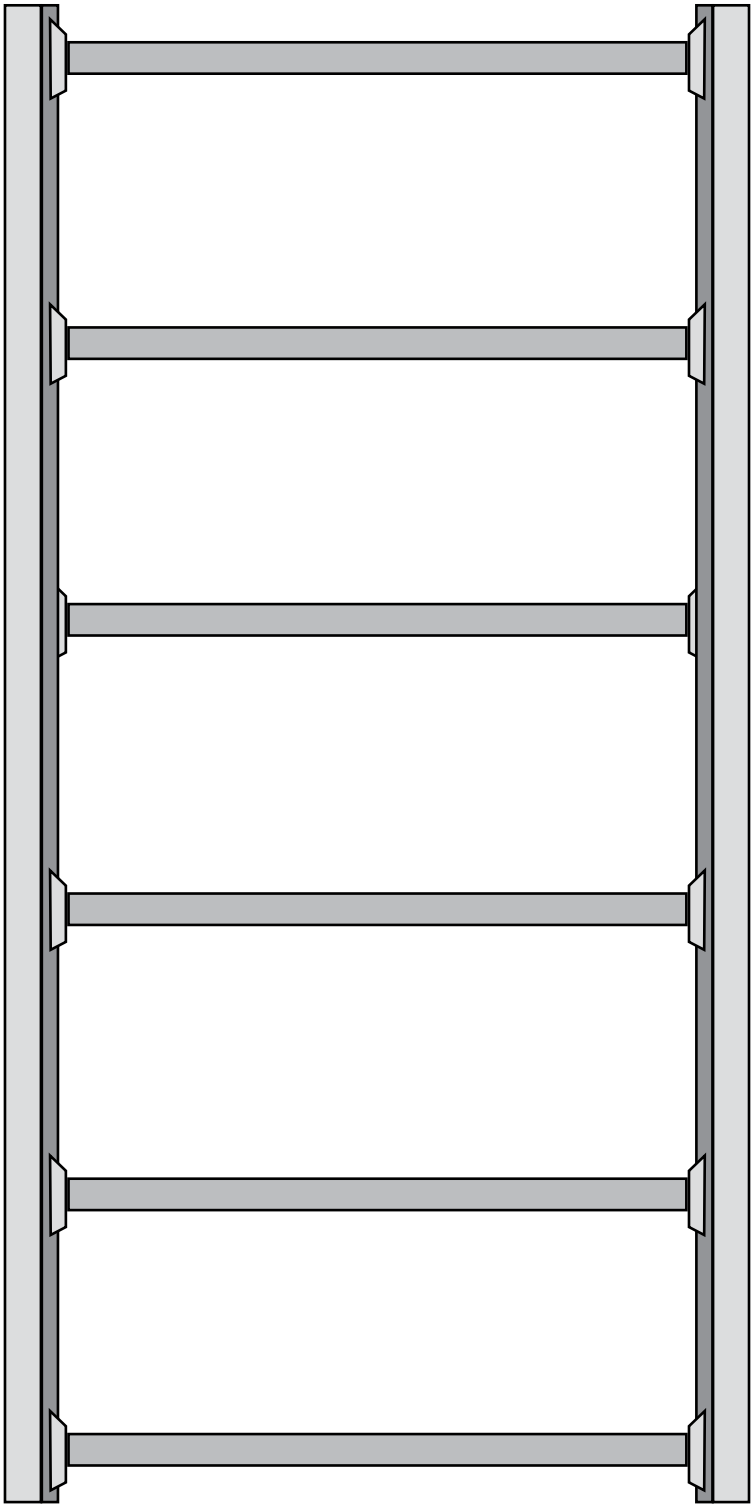
Player 1

NAME: _____

DATE: _____

TR 12.3

Race to the Top



Player 2

NAME: _____

DATE: _____

How, down

1. **How** hot will it get?
2. **How** did she get up?
3. **How** can he tell?
4. That was **how** he did it.
5. We had to jump up and **down**.
6. We went **down** the hill.
7. **How** will he get **down**?
8. It fell **down**.

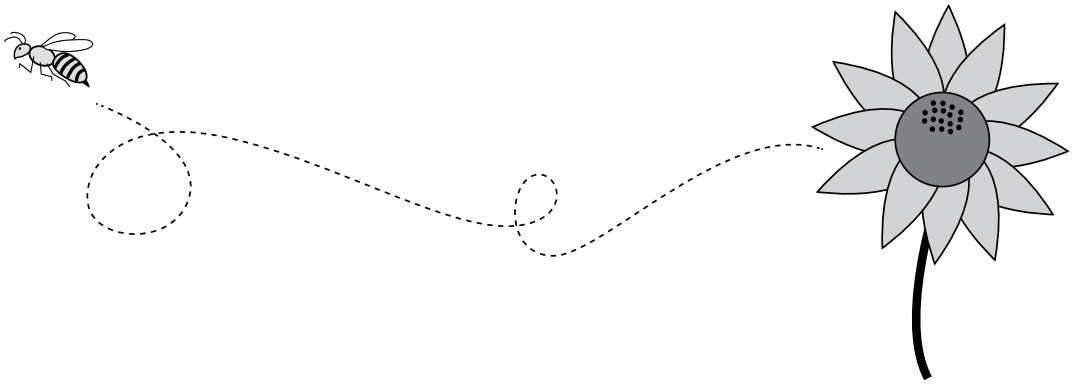
NAME: _____

DATE: _____

Tricky Word *Do*

Do

1. Let me **do** it.
2. How did he **do**?
3. We **do** not run down the hill.
4. **Do** birds sing?
5. **Do** the men get to **do** it?
6. Just **do** it.
7. **Do** we get to sing?
8. Can she **do** it next?
9. Can we **do** that thing we **do**?
10. **Do** we think he will be sad?



NAME: _____

DATE: _____

TR 14.3

Flip Word Cards Round 1

1. legend	2. big
3. got	4. gum
5. tragic	6. gem

Directions: Copy template. Cut out the cards.

NAME: _____

DATE: _____

TR 14.4

Flip Word Cards Round 2

1. golf	2. logic
3. frigid	4. gills
5. digit	6. bug

Directions: Copy template. Cut out the cards.

TR 15.1

Over the Rainbow

NAME: _____

DATE: _____

TR 15.2

Over the Rainbow Word Cards

Directions: Copy template. Cut out the cards.

cent	cost
citrus	camp
cell	click
dancing	fact
princess	cactus

NAME: _____

DATE: _____

TR 15.2
CONTINUED

Over the Rainbow Word Cards

Directions: Copy template. Cut out the cards.

Hop up and down.	It costs ten cents.
We went dancing.	Spin and grin.
Call the cell.	The princess kissed the frog.
Smell the citrus.	List a fact on cats.
Sit down and rest.	I had a cactus.

NAME: _____

DATE: _____

TR 16.1

Directions: Have students write each word under its matching picture. There will be words that will not be used.

knob	knot	wrist	knapsack	wrapping
knitting	wrench	wrong	which	knock

_____

_____

_____

_____

_____

_____

NAME: _____

DATE: _____

TR 17.1

1. He had a cast on his wrist.
2. He will fix it with his wrench.
3. Next she will crack the egg and whisk it.
4. He will unwrap the gift.
5. The elves will be singing and dancing.
6. It was twelve when we met.
7. She did not wreck the van.
8. He sang the wrong song.

NAME: _____

DATE: _____

TR 17.2

Baseball Game

NAME: _____

DATE: _____

TR 17.3

Baseball Game Word Cards

Directions: Copy template. Cut out the cards.

hinge	solve
plunge	twelve
lunge	shelves
fringe	valve
college	elves

NAME: _____

DATE: _____

TR 17.3
CONTINUED

Baseball Game Word Cards

Directions: Copy template. Cut out the cards.

the	a
he	she
we	be
me	was
of	from

NAME: _____

DATE: _____

TR 17.3
CONTINUED

Baseball Game Word Cards

Directions: Copy template. Cut out the cards.

to	do
down	how
what	where
why	

NAME: _____

DATE: _____

TR 19.1

Word Card Template for Roll, Flip, Read

Directions: Copy one template for each student. Cut out cards and write words on the back of each card.

1	2
3	4
5	6
7	8
9	10

NAME: _____

DATE: _____

TR 20.1

Race to the Top Word Cards

Directions: Copy template. Cut out the cards.

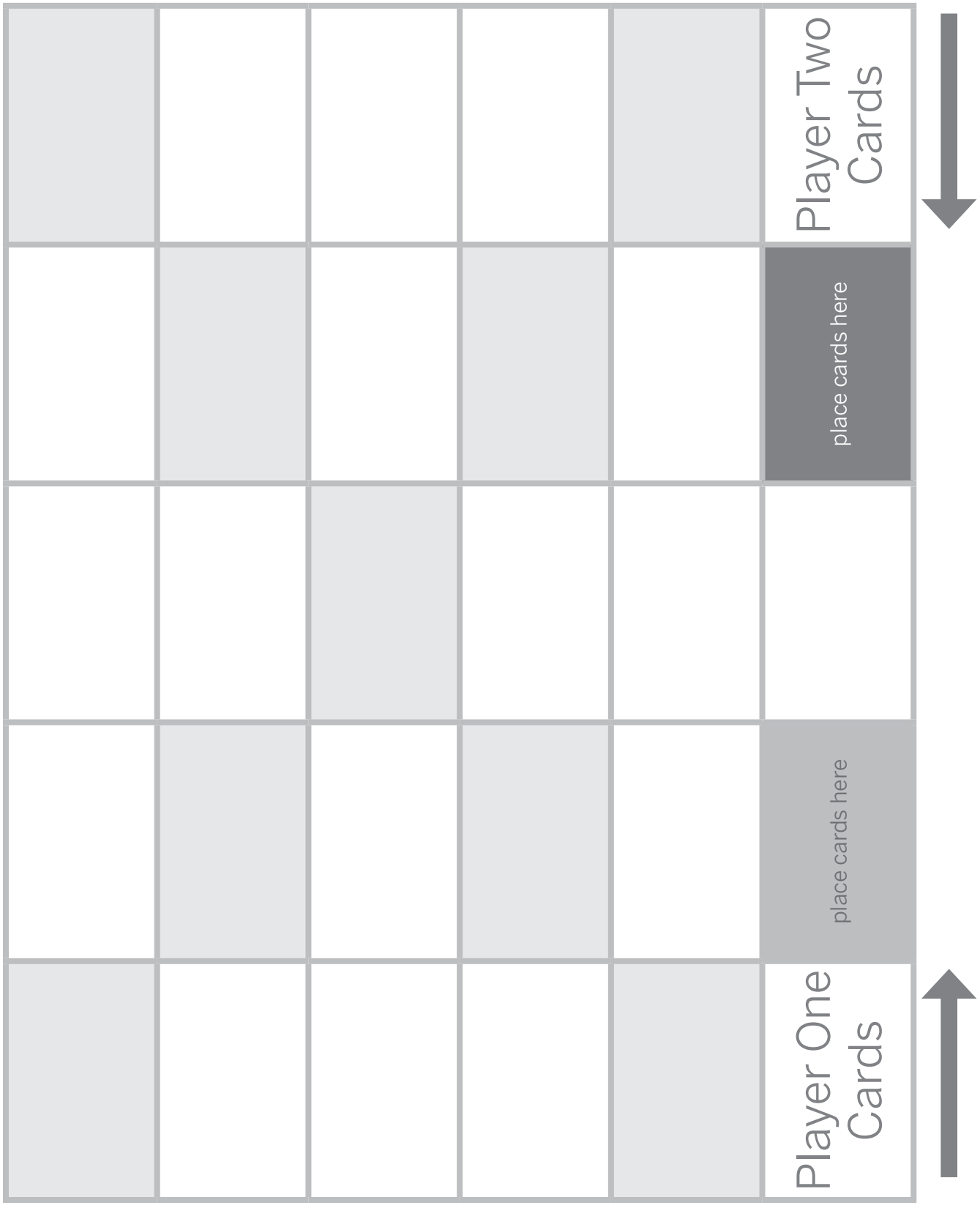
presents	The closet has lots of stuff.
frogs on logs	wings
riches	fresh eggs
ducklings	The blankets are damp.
muffins	Toss that junk in the trash can.

NAME: _____

DATE: _____

TR 21.1

Word Block



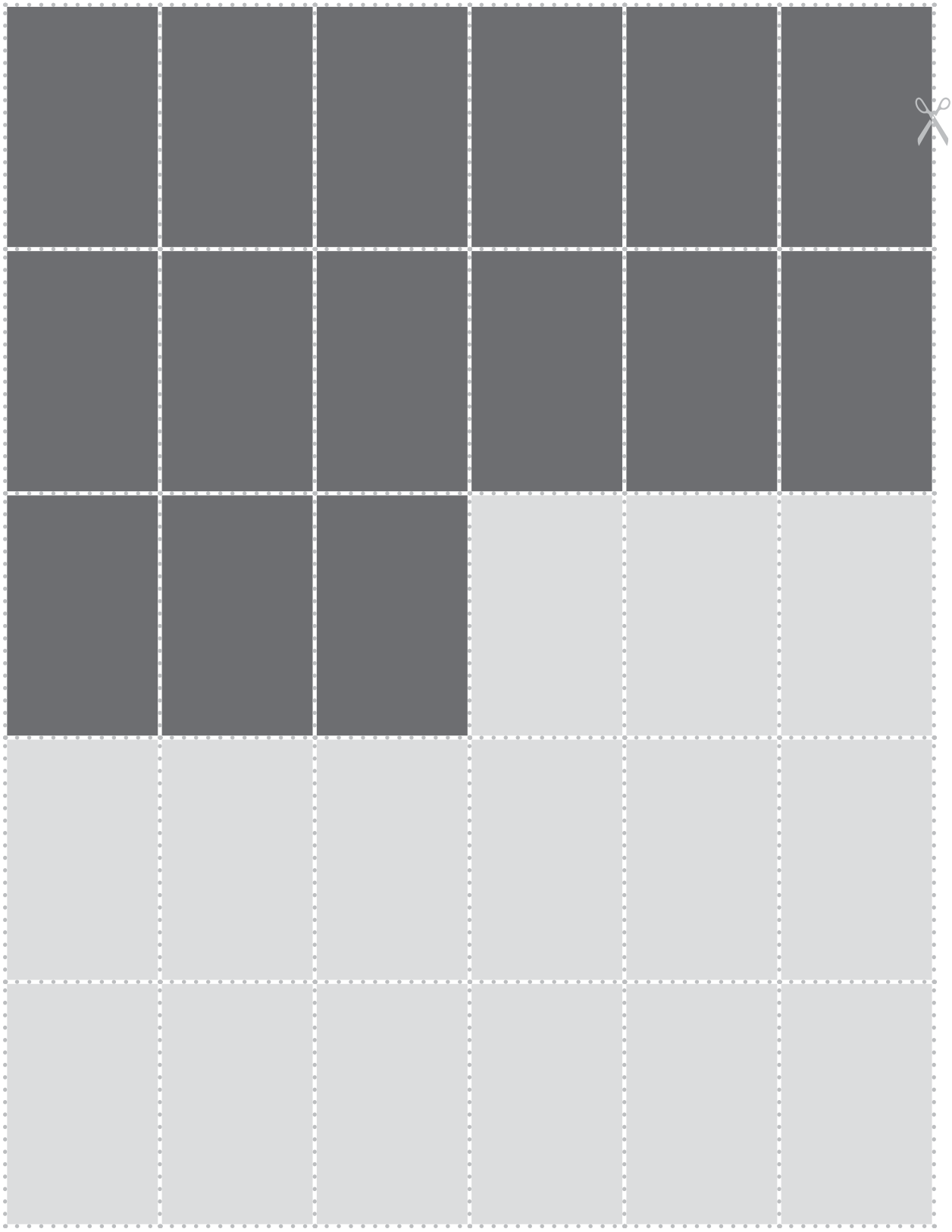
NAME: _____

DATE: _____

TR 21.2

Word Block Template Cards

Directions: Copy template and then write different words on each card, according to the letter-sound correspondences students need to practice. Then cut cards apart.



NAME: _____
DATE: _____

1.2 Activity Page

Kate Visits Nan

1. What is the story about?
   A. The story is about Kate visiting Mom and Dad.
   B. The story is about Kate visiting her granddad.
   (C.) The story is about Kate visiting Nan.
2. Where does Nan live?
   A. Nan lives in the glade.
   (B.) Nan lives out in the West.
   C. Nan lives by the pond.
3. What did Jake offer?
   A. Jake offered a plane ride.
   B. Jake offered a bike ride.
   (C.) Jake offered a camping trip.
4. What will Kate do on the trip?
   A. Kate will swing, slide, and run.
   (B.) Kate will hike, cook outside, and sleep in a tent.
   C. Kate will fly a kite.

NAME: _____
DATE: _____

2.2 Activity Page

The Campsite

1. Who drove the jeep to the campsite?
   A. Nan drove the jeep to the campsite.
   B. Kate drove the jeep to the campsite.
   (C.) Jake drove the jeep to the campsite.
2. Why was the place called the Badlands?
   A. Bad people lived there.
   (B.) Bad land is not good for crops.
   C. Bad land is bad for camping.
3. Who helped set up the tents?
   A. Jake and Nan helped set up the tents.
   B. Kate and Nan helped set up the tents.
   (C.) Max and Kate helped set up the tents.
4. Why did Kate's hot dog get black?
   (A.) Kate left her hot dog in the fire too long.
   B. Kate dropped her hot dog in the black mud.
   C. Kate's hot dog fell in the ashes.
5. In the end, what did Kate think of Max?
   A. Kate felt that Max was mad at her.
   B. Kate felt that Max was sad.
   (C.) Kate felt that Max was O.K.!

NAME: _____
DATE: _____

3.2 Activity Page

The Hike

1. What did Kate and Max want to look for?
   A. Kate and Max wanted to look for lunch.
   B. Kate and Max wanted to look for forks.
   (C.) Kate and Max wanted to look for rocks.
2. What did Kate and Max use to dig?
   A. Kate and Max used lanterns to dig.
   (B.) Kate and Max used forks to dig.
   C. Kate and Max used sticks to dig.
3. What did Max see on the side of a cliff?
   A. Max saw a tent on the side of the cliff.
   B. Max saw a fork on the side of the cliff.
   (C.) Max saw a rock on the side of a cliff.
4. What did Kate and Max do with their forks?
   A. They made fork tracks in the sand.
   (B.) They scratched and dug to get the rock.
   C. They sat on their forks.
5. What did Kate and Max find?
   (A.) Kate and Max got a bone three feet long.
   B. Kate and Max got a stick three feet long.
   C. Kate and Max got a fork three feet long.

NAME: _____
DATE: _____

4.2 Activity Page

The Bone Man

1. Where were Jake, Kate, and Max going in this story?
   (A.) They were going to State College.
   B. They were going swimming.
   C. They were going to the store.
2. What did they take to Ron Fitch?
   A. They took a rock.
   B. They took a reptile.
   (C.) They took a bone.
3. What did Ron Fitch think Kate and Max had?
   A. Mister Fitch said he bet they had a big fork.
   B. Mister Fitch said he bet they had some tests.
   (C.) Mister Fitch said he bet they had a T. rex bone.
4. What was one of the three nice things Nan had to tell Kate?
   A. Nan said that forks were on sale.
   (B.) Nan said that Kate and Max did get a T. rex bone.
   C. Nan said that Kate and Max could get a pet reptile.
5. Where will Kate and Max go because of what they found?
   A. They will go visit a college.
   B. They will go to the campsite.
   (C.) They will go out to the cliff.

NAME: _____

DATE: _____

5.2 Activity Page

The Big Dig

1. Why did Nan, Kate, and Max go to the cliff?
   A. They went to the cliff to have lunch.
   B. They went to the cliff to swim.
   (C.) They went to see the bone man and his helpers.
2. Why did the bone man take helpers to the cliff?
   A. They all wanted to go camping.
   (B.) They all went to cut the cliff into big blocks of rock.
   C. They all wanted to have a picnic.
3. What will the bone man do with the plaster?
   (A.) He will wrap the blocks of rock in plaster.
   B. He will make a crane out of plaster.
   C. He will fill the jeep with plaster.
4. When did the bone man say he would finish the T. rex job?
   A. The bone man said, "I will finish today."
   B. The bone man said, "I will finish in June."
   (C.) The bone man said, "Next summer and perhaps the summer after that."

5. What name did Kate have for the T. rex?
   A. The name Kate gave the T. rex is Ron.
   (B.) The name Kate gave the T. rex is T.Max.
   C. The name Kate gave the T. rex is Jake.
6. At the end of the story, did Max smile with pride?
   (A.) Yes, Max did smile with pride.
   B. No, Max did not smile with pride.

NAME: _____

DATE: _____

6.2 Assessment

Snacks

1. What was Bud's snack?
   A. fish sticks
   B. chips and milk
   (C.) ham
2. What was Sam's snack?
   (A.) eggs
   B. fish sticks
   C. ham
3. What was Beth's snack?
   (A.) chips and milk
   B. fish sticks and figs
   C. a hot dog
4. Which kid had chips?
   (A.) Beth
   B. Rob
   C. Bud

5. Which kid had milk?
   A. Sam
   (B.) Beth
   C. Jill
6. Which kid had figs?
   A. Beth
   B. Jill
   (C.) Rich
7. Which kids had fish sticks?
   A. Rich and Beth
   (B.) Rob and Rich
   C. Rob and Bud
8. Which kid got sick?
   A. Rich
   B. Beth
   (C.) Sam

NAME: _____

DATE: _____

6.3 Activity Page

Directions: Have students choose the correct word from the word box and write it in the blank to make a compound word. Cut out the compound word box and glue it under the correct picture on Activity Page 6.4.

pack	bug	shine	corn	time	cake

back**pack**

pan**cake**

bed**time**

pop**corn**

lady**bug**

sun**shine**

Skills 1

27

NAME: _____

DATE: _____

6.4 Activity Page

backpack

pancake

ladybug

popcorn

bedtime

sunshine

Skills 1

29

NAME: _____

DATE: _____

7.3 Assessment

Prince Vincent

1. What was Vincent?
   - (A.) a prince
   - B. a king
   - C. a princess
2. Where was Vincent from?
   - A. Rome
   - B. Greece
   - (C.) France
3. What sort of voice did Vincent have?
   - (A.) a loud voice
   - B. a soft voice
   - C. a bee-like voice
4. Which part of Vincent did the bee sting?
   - A. his leg
   - B. his nose
   - (C.) his cheek

Skills 1

35

5. What sound did the bee make?
   - A. whoosh
   - B. hum
   - (C.) buzz
6. What did Vincent tell the bee?
   - A. Sting me again!
   - B. Buzz off!
   - (C.) Look at me!
7. Where did Vincent look for the bee?
   - (A.) in houses and on farms
   - B. under a rock
   - C. in an insect shop
8. What happened in the end?
   - A. Vincent killed the bee.
   - B. The bee killed Vincent.
   - (C.) Vincent never found the bee.

36

Skills 1

NAME: _____

DATE: _____

8.2 **Assessment**

The Beach

1. Where did this story take place?
   - (A.) at the beach
   - B. at the pool
   - C. at the lake
2. What sort of day was it?
   - (A.) hot and sunny
   - B. cool and cloudy
   - C. windy and wet
3. Who ended up red as a lobster?
   - A. Eve
   - (B.) David
   - C. The nice ladies
4. Who used sunscreen?
   - A. David
   - (B.) Eve
   - C. Eve and David

5. What did David use to make a scarf?
   - A. sand
   - B. sunscreen
   - (C.) seaweed
6. What did David's toes look like at the end of the day?
   - A. ten green frogs
   - (B.) ten red pigs
   - C. ten sandy logs
7. Which game did David play?
   - (A.) soccer
   - B. sand hockey
   - C. lawn darts
8. What made David's skin red?
   - (A.) the sun
   - B. the sand
   - C. the waves

NAME: _____

DATE: _____

8.5 **Activity Page**

car bird sheep

slide cake spoon

house sock girl

NAME: _____

DATE: _____

9.2 **Assessment**

Sink or Float

1. When does the story take place?
   - A. winter
   - (B.) summer
   - C. fall
2. Which boy is older?
   - (A.) Joey
   - B. Pete
   - C. They are the same age.
3. Which game do the boys play?
   - (A.) sink or float
   - B. splash bomb
   - C. water polo
4. Which boy sets things on top of the water?
   - (A.) Joey
   - B. Pete
   - C. They take turns

5. Which boy guesses whether the things will sink or float?
   A. Joey
   (B.) Pete
   C. They take turns
6. Which of the things listed below sinks?
   A. apple
   B. acorn
   (C.) key
7. Who sets the airplane on the water?
   (A.) Joey
   B. Pete
   C. the boys' mom
8. Who makes the wave that makes the airplane sink?
   A. Joey
   (B.) Pete
   C. the boys' mom

NAME: _____
DATE: _____

12.2 Activity Page

The Chicken Nugget

1. Hank set his dish in the sink.

2. The smell of chicken drifted up from the dish into the den.

3. The cat bandit sat a bit, thinking up a plan.

4. The cat bandit ran, hopping from box to box.

5. Then—munch, munch, munch—that was the end of the chicken nugget.

NAME: _____
DATE: _____

12.3 Take-Home

Dear Family Member,

Have your child read the story to you and decide which Tricky Word should be used to fill in the blank. After the Tricky Words are all filled in, have your child read the story to you once more.

the	a	he	she	be

Mom had ___a___ hot dog. ___She___ left ___the___ hot dog on a shelf in the den. It would ___be___ safe sitting there. The cat bandit smelled the hot dog smell. Mmm! The cat bandit sat on the deck, wishing ___he___ had a snack.

Then—munch, munch, munch—the cat bandit had himself a picnic lunch.

NAME: _____
DATE: _____

13.1 Activity Page

Directions: Have students complete the chart by adding the suffix –ing and doubling the last consonant spelling if it is one syllable, has a short vowel sound, and ends in a single consonant.

rub	rubbing
dab	dabbing
chop	chopping
swim	swimming
chat	chatting
drift	drifting
hum	humming
run	running
win	winning
shop	shopping
sip	sipping
munch	munching
sit	sitting

NAME: _____

DATE: _____

13.2 Activity Page

The Chicken Nugget

Directions: Have students look in the story "The Chicken Nugget" to find one- and two-syllable words to write in the chart. For the words below the box, have students rewrite each word adding the suffix –ing to each.

1	2
Answers may vary.	

hop hopping

munch munching

run running

think thinking

nap napping

Skills 1

77

NAME: _____

DATE: _____

13.3 Activity Page

The Chicken Nugget

Directions: Have students answer the multiple-choice questions by circling the correct answer. Answer question 4 using a complete sentence.

1. Hank set his dish in the _____.
   - (A.) sink
   - B. deck
   - C. den
2. On the dish was a _____.
   - A. hot dog
   - (B.) chicken nugget
   - C. bun
3. The cat bandit set a _____ next to the sink.
   - (A.) box
   - B. mat
   - C. rug
4. What was the cat bandit doing?

Answers may vary.

Skills 1

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NAME: _____

DATE: _____

14.1 Activity Page

Directions: Have students circle the 'g' in each word. Next, have students read each sentence and write the word with the tricky spelling 'g' under the heading "got" if the tricky spelling is pronounced /g/ or "gem" if it is pronounced /j/.

/g/ got, gum, big ← **1** **g** **2** → **/j/** gem, tragic, legend

	/g/ got	/j/ gem
1. He did a magic trick.		magic
2. This fish has gills.	gills	
3. Dad is the best at golf.	golf	
4. The cat is in a cage.		cage
5. Brr! That pond was frigid!		frigid
6. A present is a gift.	gift	
7. Mom had a stick of gum.	gum	

Skills 1

83

NAME: _____

DATE: _____

15.2 Activity Page

Directions: Have students circle the 'c' in each word. Then, read each sentence and write the word with the tricky spelling 'c' under the heading "can" if the tricky spelling is pronounced /k/ or "cent" if it is pronounced /s/.

/k/ can, cap, cot ← **1** **c** **2** → **/s/** cent, citrus, cell

	/k/ can	/s/ cent
1. The king got the princess a kitten.		princess
2. We slept in a cabin.	cabin	
3. As the band was singing, she was dancing.		dancing
4. Mom swept up the dust and cobwebs.	cobwebs	
5. Fill up that cup.		cup
6. He had six chances to stop.		chances
7. Liz spotted a skunk at camp.	camp	

Skills 1

87

NAME: _____

DATE: _____

16.1 Activity Page

Directions: For each picture, have students circle the letters that spell the word for the depicted item. Students should then write the name of the item on the line.

	(wr) w	i (a)	(p) t		wrap
	(kn) k	(i) ee	s (t)		knit
	wr (qu)	(i) a	(l) i	(t) d	quilt
	(kn) n	e (o)	t (ck)		knock
	(qu) k	(a) o	ed (ck)		quack
	(wr) r	(i) u	t (s)	(t) s	wrist

	(f) v	e (i)	ch (sh)		fish
	(d) b	w (r)	(e) a	(ss) z	dress
	(ch) th	(i) u	(ck) n		chick
	p (b)	o (u)	(s) n		bus
	f (b)	(e) i	(ll) d		bell
	(kn) m	a (o)	d (t)		knot

NAME: _____

DATE: _____

17.1 Activity Page

Directions: Have students read and circle the spelling in each word that stands for the sound printed above.

/j/	/v/
(j)umping	(v)ast
ma(g)ic	twel(v)e
plun(g)e	shel(v)es
lun(g)e	ha(v)ing
(j)acket	(v)isit
(j)et	so(l)ve
le(g)end	(v)et
hin(g)e	el(v)es

NAME: _____

DATE: _____

17.3 Take-Home

Family Member Instructions: Have your child read the words in the box and then use them to fill in the blanks. After all the blanks have been completed, read the story.

Tricky Words

how	down	do	why	where
from	of	was	what	

The cat bandit ___was___ resting on a quilt when he got a whiff ___of___ the ham. ___What___ was that smell? It was ham! ___Where___ was the ham? The cat bandit set off ___from___ the quilt. He went on sniffing until he spotted the ham. ___Why___ was the ham up on top? ___How___ could he get it ___down___? What could he ___do___? That was the problem.

NAME: _____
DATE: _____

18.1 Activity Page

Directions: Have students read and circle the spelling in each word that stands for the sound printed above.

/s/	/ch/
pockets	itch
tense	catchy
miss	batch
chance	rematch
sudden	stretching
cell	butcher
cent	pitcher
prince	stitch

NAME: _____
DATE: _____

19.1 Activity Page

Directions: Have students sort the 'ed' words based on how the ending is pronounced and read the story at the end.

landed quacked flapped spotted
tossed grabbed crammed jogged

/e/ + /d/ acted	/d/ filled	/t/ asked
landed	jogged	flapped
spotted	crammed	quacked
	grabbed	tossed

Cal was at the pond, having a muffin. A duck landed in the pond. The duck quacked and flapped its wings. Cal spotted the duck and tossed it a bit of muffin. The duck grabbed the muffin and swam off. Cal crammed the rest of the muffin in the trash. Then off he jogged.

NAME: _____
DATE: _____

19.2 Activity Page

Directions: Have students circle the correct answer for 1 and 2, and write complete sentences for questions 3 and 4.

The Milk

1. Where did Beth set the glass of milk?
   - A. in the sink
   - B. on the box
   - (C.) on the deck
2. What did the cat bandit get that was Dad's?
   - (A.) his belt
   - B. his pants
   - C. his string
3. What did the cat bandit do when he jumped off the shed?

   The cat bandit went zipping off on the string.

4. What 3 things did the cat bandit knock off the string?

   The cat bandit knocked off the socks, the pants, and the jacket.

NAME: _____
DATE: _____

20.2 Activity Page

Directions: Have students circle the 's' in each word. Then, have students read each sentence and write the word with the tricky spelling 's' under the heading "cats" if the tricky spelling is pronounced /s/ or "dogs" if it is pronounced /z/.

/s/	1	S	2	/z/
cats	←		→	dogs
dots				runs
sun				is

	/s/ cats	/z/ dogs
1. He handed me his pet pig.		his
2. Ben can swim.	swim	
3. Will he visit?		visit
4. The cat got in the basket.	basket	
5. He did it himself.	himself	
6. Kevin will mop and dust.	dust	

NAME: _____
DATE: _____

21.1 Activity Page

Directions: Have students answer the questions.

The Chips

1. Where did Mom set the chips?
   - A. on the deck
   - B. on the bench in the kitchen
   - C. on the top shelf in the kitchen
2. Where did the cat bandit set the rock?
   The cat bandit set the rock on the bench.
3. Where did the cat bandit set the plank?
   The cat bandit set the plank on top of the log.
4. What happened to the cat bandit when the rock hit the plank?
   The cat bandit popped up and went zipping to the top shelf.

5. Where did the cat bandit end up?
   - A. on the top shelf
   - B. in the den
   - C. on the bed

NAME: _____
DATE: _____

22.1 Assessment

1.	scratches	scratched	scratching	scathing
2.	fence	fences	fenced	fencing
3.	which	whip	whim	whipped
4.	legs	lags	lugs	logs
5.	knit	knock	knelt	kick
6.	rinsed	ring	ran	rings
7.	cent	cull	cell	self
8.	hemmed	hammed	humming	hummed
9.	risk	wrist	wrench	wrists
10.	twelve	twist	twelfth	twin

NAME: _____
DATE: _____

22.2 Assessment

Directions: Have students read each sentence and fill in the missing punctuation mark.

1. What is the cat bandit up to next ?
2. Run !
3. Did he spill his glass of milk ?
4. He could knit mittens as a gift to his mom .
5. She has a snack .
6. Where is the dog ?
7. Jump !
8. Milk is a snack .
9. Who could help you ?
10. Hide !

NAME: _____
DATE: _____

22.3 Assessment

Rewrite these words and add *–ing*:

1. mix mixing
2. smell smelling
3. puff puffing
4. run running
5. sit sitting
6. trim trimming
7. kiss kissing
8. tug tugging
9. snack snacking

NAME: _____
DATE: _____

22.4 Assessment

Directions: Ask students to answer each question.

The Catfish

1. What did Dad do with the catfish?
   - A. left the catfish in a pond
   - (B.) left the catfish in a bucket
   - C. left the catfish on the shelf
2. What did Dad think would stop the cat bandit?
   - A. a shelf
   - B. a belt
   - (C.) a lock
3. What drifted in the wind?
   - A. the tempting smell of snack mix
   - (B.) the tempting smell of fish
   - C. the tempting smell of hot dog
4. Who helped the cat bandit?
   A dog and a pig helped the cat bandit.

5. What did the cat bandit hitch to the shed?
   The cat bandit hitched a belt to the shed.

NAME: _____
DATE: _____

PP.1 Activity Page

Directions: Have students count the sounds in each word, circle the spellings, and write the number of sounds in the box. Then have students copy the word on the line.

1. c h i p — 3 — chip
2. s h e l l — 3 — shell
3. b a t h — 3 — bath
4. r u n g — 3 — rung
5. s m a s h — 4 — smash

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6. c h a m p — 4 — champ
7. t h i c k — 3 — thick
8. b a n g — 3 — bang
9. s m e l l — 4 — smell
10. c a s h — 3 — cash
11. b r i c k — 4 — brick

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Skills 1

NAME: _____
DATE: _____

PP.2 Activity Page

Directions: Have students read each word and circle only the digraph letter teams that stand for one sound.

1. chimp
2. crash
3. bring
4. thin
5. sing
6. shop
7. clock
8. bath
9. chill
10. shell
11. brick
12. chop
13. splash
14. sting
15. black
16. thick
17. ship
18. chip
19. wing
20. with

Skills 1

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NAME: _____
DATE: _____

PP.3 Activity Page

Directions: Have students write each word under its matching picture.

1. bathtub

bathtub _____

2. magnet

magnet _____

3. insect

_____ insect

Skills 1

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4. picnic

picnic _____

5. rocket

rocket _____

6. tennis

_____ tennis

NAME: _____
DATE: _____

PP.4 Activity Page

Directions: Have students circle the 'g' in each word. Then, have students read each sentence and write the word with the tricky spelling 'g' under the heading "get" if the tricky spelling is pronounced /g/ or "legend" if it is pronounced /j/.

/g/ got gum big	1 ←	g	→ 2	/j/ legend logic digit

	/g/ got	/j/ legend
1. Was it a trick, or was it magic?		magic
2. Drink from a glass.	glass	
3. In the pond, there was a frog.	frog	
4. I can't bend this branch, it's rigid.		rigid
5. Beth had a stick of gum.	gum	
6. Dad got Mom a gift.	gift	
7. My dad went to two colleges.		colleges

NAME: _____
DATE: _____

PP.5 Activity Page

Directions: Have students circle the 'c' in each word. Then have students read each sentence and write the word with the tricky spelling 'c' under the heading "can" if the tricky spelling is pronounced /k/ or "dances" if it is pronounced /s/.

/k/ can cap cop	1 ←	c	→ 2	/s/ dances citrus princess

	/k/ can	/s/ dances
1. I paid ten cents.		cents
2. We slept in a log cabin.	cabin	
3. Don yelled and got a cab.	cab	
4. The bad man was locked up in a cell.		cell
5. On his left leg he has a cast.	cast	
6. She was a nun in the convent.	convent	
7. His best pal is Francis.		Francis

NAME: _____
DATE: _____

PP.6 Activity Page

Directions: Have students write the words with the tricky spelling 'c' pronounced /k/ under "can" and the words with the tricky spelling 'c' pronounced /s/ under "cent."

~~process~~	cram	clap
panic	dances	camp
credit	cell	cop
scan	princess	cab

/k/ can	/s/ cent
panic	process
credit	dances
scan	cell
cram	princess
clap	
camp	
cop	
cab	

NAME: _____
DATE: _____

PP.7 Activity Page

Directions: Have students circle the 's' in each word. Then, have students read each sentence and write the word with the tricky spelling 's' under the heading "set" if the tricky spelling is pronounced /s/ or "his" if it is pronounced /z/.

/s/	1	S	2	/z/
set	←		→	his
sit				has
sap				pigs

	/s/ set	/z/ his
1. The robin flapped its wings.		wings
2. Get a pen from the desk.	desk	
3. Ring the bells.		bells
4. The kitten is soft.	soft	
5. Put the egg shells in the trash can.		shells
6. What did the shop sell?	sell	
7. Get in the pond and swim.	swim	

NAME: _____
DATE: _____

PP.8 Activity Page

Directions: Have students write the words with the tricky spelling 's' pronounced /s/ under "set" and the words with the tricky spelling 's' pronounced /z/ under "his."

~~is~~	legs	this
just	such	has
still	last	hands
jobs	best	sun

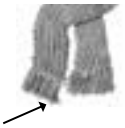
/s/ set	/z/ his
just	is
still	jobs
such	legs
last	has
best	hands
this	
sun	

NAME: _____
DATE: _____

PP.9 Activity Page

Directions: Have students write each word under its matching picture.

~~fringe~~	prince	shelves
twelve	fence	dance



fringe

shelves

fence

dance

12

twelve

prince

shells	lettuce	pulse
rinse	bandage	elves

elves

rinse

lettuce

pulse

bandage

shells

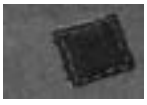
NAME: _____

DATE: _____

PP.10 Activity Page

Directions: Have students write each word under its matching picture. There will be words that will not be used.

patch	match	catch	pitch	kitchen
hatch	scratch	itch	stretch	switch



patch

scratch

stretch

kitchen

match

catch

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knob	knot	wrist	knapsack	wrapping
knitting	wrench	wrong	which	knock

knot

knapsack

wrist

knitting

knob

wrench

150 Skills 1

NAME: _____

DATE: _____

PP.11 Activity Page

Directions: Have students read each sentence and then rewrite it with correct capitalization and punctuation.

1. yuck
   Yuck!
2. can i sit there
   Can I sit there?
3. she could wrap a gift
   She could wrap a gift.
4. he can swim fast
   He can swim fast.
5. where is mom's whisk
   Where is Mom's whisk?
6. pick up that mess
   Pick up that mess!
7. that dog has spots
   That dog has spots.
8. mom
   Mom!
9. could you pick a spot to sit
   Could you pick a spot to sit?
10. dogs can jump high
    Dogs can jump high.

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Appendix A: Overview of the Skills Strand

THE SIMPLE VIEW OF READING

Virtually everyone who writes about reading now recognizes that reading comprehension requires more than just decoding ability. Many reading researchers now subscribe to a view of reading that is known as "the simple view of reading." This view, which is associated with reading researchers Philip Gough and William Tunmer, holds that there are two chief elements that are crucially important to reading comprehension: *decoding skills* and *language comprehension ability*.

To achieve reading comprehension, a person needs to be able to decode the words on the page and then make sense of those words. The first task is made possible by decoding skills and the second by language comprehension ability. If the person cannot decode the words on the page, she will not be able to achieve reading comprehension, no matter how much oral language she can understand. Even if the person *can* decode the words on the page, that in and of itself is still no guarantee of reading comprehension. If the sentences the person is attempting to read are sentences she could not understand if they were read aloud to her, then there is not much hope that she will understand them during independent reading.

Supporters of the simple view—and there are a growing number of them among reading researchers—argue that a person's reading comprehension ability can be predicted, with a high degree of accuracy, based on two basic measures. The first is a measure of decoding skills (e.g., a test of single-word reading or pseudo-word reading). The second is a measure of listening comprehension. Researchers who hold to the simple view say, "Tell me a person's decoding ability, as ascertained by a word-reading task, and tell me that person's language comprehension ability, as ascertained by a listening comprehension task, and I can make a very accurate prediction of that person's reading comprehension ability." If the person is a rapid and accurate decoder and also able to understand a wide range of oral language—for instance, classroom presentations, news items on the radio or TV, books on tape, etc.—then it is a safe bet the person will also do well on tests of reading comprehension.

An interesting thing about the simple view of reading is that it can be expressed as an equation:

R = D x C

In this equation, each of the letters is a variable that stands for a specific skill:

R is a measure of reading comprehension ability.

D is a measure of decoding skills.

C is a measure of language-comprehension ability as measured using a listening task.

Each of these skills can be quantified as a numerical value between 0 and 1, where 0 stands for no ability whatsoever and 1 stands for perfect, not-to-be-improved-upon ability. Obviously most people have a skill level that falls somewhere between these two extremes.

The equation says that if you have some decoding ability (D > 0) and you also have some language comprehension ability (C > 0), you will probably also have some reading comprehension ability (R > 0). How much reading comprehension ability you have will depend on the exact values of D and C.

What does it mean to have no decoding ability (D = 0)? It means you cannot turn printed words into spoken words. A person who cannot decode letters on a page cannot read. The person is illiterate.

What does it mean to have no language comprehension ability (C = 0)? Basically, it means you do not know the language, and you cannot understand any of it when you hear other people speaking or reading aloud in that language.

It is not very common for a person to have decoding ability (D > 0) but not language comprehension ability (C = 0). Why would you learn to read and write a language you cannot understand? It does happen. One famous example involves the English poet John Milton, the author of *Paradise Lost* and other well-known poems. Milton went blind late in life. Since Braille had not yet been invented, this meant he could not read for himself. Nevertheless, Milton found a way to keep learning from books: he had friends and relatives read the books aloud for him. However, he was not always able to find a scholar who had the free time and the ability needed to read to him in Hebrew, Greek, Latin, and other ancient languages. The solution? Milton taught his daughters to decode these languages so they could read books in those languages aloud to him. Milton did not teach his daughters the actual languages—the thousands of words and tens of thousands of meanings. That would have been a difficult, time-consuming task. He only taught them the rules they would need to turn letters into sounds. Thus, his daughters acquired solid decoding skills for these languages (D > 0), but they would have scored a zero on any measure of language comprehension (C = 0). They could turn symbols into sounds, but they had no idea what the sounds meant. Milton, on the other hand, due

to his blindness, had no functional decoding skills (D = 0). However, by virtue of his great learning, he was able to understand Hebrew, Latin, and Greek when they were read aloud to him (C > 0). Between Milton and his daughters, you might say, there was reading comprehension (R), but the younger generation brought the decoding skills (D) and the elderly poet brought the language comprehension (C).

The Milton example is an unusual one, but it is possible to give a less unusual one. A decent teacher can teach you to decode Russian letters (or the letters used in many other writing systems) in the course of a couple days of intensive work. Since you already know a lot about reading, all you would need to learn is which sound values the unfamiliar letters stand for. Once you learned that, you would be able to sound out most of the words in the language, but nobody would claim that you are *reading* Russian. You would have some rudimentary decoding skills (D > 0), but you would be lacking language comprehension (C = 0). You would be able to pronounce words, but you would not be able to make sense of them. Essentially, you would be doing what Milton's daughters did.

HOW THESE IDEAS INFORM THIS PROGRAM

Although this may seem very abstract and theoretical, there are two ideas here that are very important for reading instruction and for understanding this program. The first important idea is that reading comprehension depends crucially on both decoding skills (D) and language comprehension ability (C); the second is that language comprehension ability takes much longer to acquire than decoding skills.

Milton chose to teach his daughters decoding skills because he could teach those relatively quickly. It would have taken him much, much longer to build up their language comprehension abilities. Likewise, in the hypothetical example just given, a decent teacher could teach you to decode Russian print in a few days of intensive instruction, but he or she would need to keep working with you for many weeks—possibly even many years—to teach you enough Russian words and phrases to understand a movie, make sense of a radio report, or read a short story.

You are facing a similar situation as a teacher in the early grades. You want your students to learn to read. A crucial first step is to teach them decoding skills. Strong decoding skills can be taught to most young children over the course of Grades K–2. It takes longer to teach decoding skills to young children who are learning to read for the first time than it does to teach the same skills to adults who have already learned to read in another language, and it takes longer to teach decoding skills in English-speaking countries because English spelling is rather complex; but even so, most students can acquire basic decoding ability in the early grades. The children will continue to automatize their decoding skills, learn new spelling patterns, and build fluency for many more years, but the basics can be taught in Grades K–2.

That is not the case with language comprehension ability. It is going to take you and your school system a long time to build up your students' language comprehension ability because this is not a job you can accomplish in the course of a single school year. Rather, language comprehension ability

is acquired over many years. Your students began to develop a rudimentary ability to understand language even before they could speak and continued to increase their language comprehension abilities throughout the preschool years. They will make even more gains in your classroom and the classrooms they join after yours. With each new sentence they read or hear, and each new subject they study in school, they will be building up background knowledge, vocabulary, and cultural literacy, and thus increasing the range of materials they are equipped to understand; first orally and later via reading. The more you teach them and the more you expose them to, the more they will be able to understand. It takes a long time to build up the vocabulary and knowledge needed to make sense of most stories in a newspaper or magazine, but this buildup is crucial for your students' reading abilities: for no matter how good their decoding skills may be, they will not understand what they read unless they have the language comprehension ability to make sense of the words they decode.

The program includes two strands of instruction, and these strands correspond with the elements of reading isolated in the simple view of reading. The Skills Strand is meant to build students' decoding skills (D), while the Knowledge Strand is meant to build students' language comprehension ability (C) by exposing them to vocabulary, concepts, and ideas through frequent reading aloud. It is important to understand that *both strands are crucial for reading comprehension in later grades*. You may feel the decoding skills taught in the Skills Strand are more important to teach in the early grades, and certainly this is the area where you can expect to have the most immediate impact, but it is important that you not neglect language comprehension ability. Remember, it takes many years to build up enough vocabulary and general knowledge to understand a wide range of printed materials. The building of background knowledge needs to begin in Kindergarten (if not before) and continue throughout the elementary and middle school years.

If students are not building their language comprehension ability in the early grades, their reading scores are likely to begin to fall off in Grade 4 and later. This has been called the "fourth-grade slump," and it occurs because material assessed on reading tests changes over time. As students progress through the grades, test questions focus less on rudimentary decoding skills and more on comprehension—and comprehension depends on having sufficient vocabulary, background knowledge, and cultural literacy to understand the words you are decoding. Thus, the importance of language comprehension ability increases with time. A weakness in this area may not show up on tests in early grades, but it will show up in later elementary grades.

This has been well documented in research. In one very interesting study, researchers at the University of Kansas looked at measurements of reading comprehension (R), decoding/word recognition (D), and listening comprehension (C) for the same 570 students in second, fourth, and eighth grades. They found the two factors D and C accurately predicted R in each grade, but that C became more important, in the sense that it explained more of the variation among students over time. The measure of decoding (D) was extremely important in the second-grade results. Twenty-seven percent of the variance in reading comprehension in second grade could be explained by decoding skills (D) alone. Only 9 percent of the variance could be explained by listening comprehension (C) alone. By fourth grade, however, the measure of listening comprehension

had begun to account for more variance: the unique contribution of C rose to 21 percent while the equivalent number for D fell. By eighth grade, fully 36 percent of the variance in reading comprehension scores could be explained with reference to the children's listening comprehension ability. The unique contribution of D sank even further. In other words, while reading comprehension depended on D and C at every stage, as the simple view would predict, C explained more and more of the variation among students as time went by. What this tells us is that, once the intricacies of decoding are mastered (and in English this takes some time), reading comprehension depends more and more heavily on language comprehension. Language comprehension depends on background knowledge, vocabulary, and cultural literacy.

TWO MISCONCEPTIONS ABOUT READING AND WRITING

The Skills Strand teaches the mechanics of both reading and writing. It is based on the most current research on reading and writing, but at the same time it has been written in opposition to some ideas that have been very influential in elementary education in recent decades. Two of those ideas are:

- Learning to read and write is natural.
- Learning to read and write is easy.

Both of these ideas have great emotional appeal. Unfortunately, both of them are wrong.

LEARNING TO READ AND WRITE IS NOT NATURAL

Many scholars have argued that spoken language is natural for human beings. The cognitive scientist Stephen Pinker, for example, has argued that human beings have a language instinct, meaning that humans are born with an innate capacity for learning language. This may turn out to be true. It is at least a plausible theory since historians, linguists, and anthropologists have never found a human culture that does not use language. When something is universal, it may turn out to be natural.

What is true of oral language is not necessarily true of written language. In fact, with written language, we know we are dealing with something that is not natural or innate because we know when and where writing was invented, and we know that, even today, not all languages have a system of writing. There are still hundreds of languages in the world that are spoken, but not written or read.

Ten thousand years ago this was the norm, rather than an exception. At that time, there were probably no human beings who knew how to read or write. According to the linguist Florian Coulmas, the idea of writing down language was probably developed independently by three ancient cultures: the Egyptians, the Phoenicians, and the Chinese. Each used a slightly different system, and the mechanisms these pioneers developed for recording speech then spread from one culture to another, evolving as they went. If these initial inventors had not come up with schemes for writing down speech, we might all be illiterate today.

Writing is many things. It is an art that can be taught and learned. It is an invention—one of the greatest inventions in human history. It is a technology enabling us to do things we could not do without it—a technology every bit as exciting and amazing as airplane flight or electric power. But it is not natural. The same is true of reading, which is simply the process of unpacking, or decoding, what somebody else has written.

Reading and writing are both highly artificial. We tend to recoil at that word. We have internalized the idea that natural is good and artificial is bad. Therefore, we think, reading must be natural. In fact, as the reading researcher Philip Gough has written, reading is a highly unnatural act.

The first step toward good reading and writing instruction is to understand that reading and writing are artificial—but not necessarily in a bad sense. We need to remind ourselves the word *artificial* derives from the word *art*. To say reading and writing are forms of art that had to be invented and need to be taught to children does not make reading and writing any less wonderful or important. On the contrary, it makes these things more wonderful and precious, and it also emphasizes the importance of your job as a teacher. There is no job more important than teaching young children the magnificent, valuable, and highly unnatural arts of reading and writing.

LEARNING TO READ AND WRITE IS NOT EASY

The second idea noted earlier, that learning to read and write is easy, is also mistaken. Reading and writing are complex behaviors, and they are more complex in English than in many other languages because English has a fairly complicated spelling system. In Spanish, for example, the relationships between letters and sounds are mostly one to one, meaning each sound is usually written with one spelling, and each spelling unit is usually pronounced one way. This is not the case in English. In order to read and write English with a high degree of accuracy, there is quite a lot that students need to learn.

As a way of demonstrating the complexity involved in learning to read and write in English, suppose we attempted to list all of the discrete bits of information a person needs to know in order to be able to read and write in English. As a starting point, we might begin with the 26 letters and argue that these are the 26 things one really needs to learn to read and write English. However, for each letter, one eventually needs to learn not only the letter shape but also the letter name (in order to be able to read abbreviations and initials). So that is 52 bits of information.

That is a good start, but we must not stop there. In English, all letters can be written in uppercase and lowercase forms, and the uppercase forms are not always the same as the lowercase forms. Compare B to b, D to d, H to h, R to r, Q to q. At least 16 uppercase letters have a slightly different form than the matching lowercase letters. So we must raise our estimate of the complexity of the English writing system to 68 bits of information.

We are not done yet. Students must also know the 44 sounds these letters stand for. That raises our estimate of the complexity to 112.

If there were a simple one-to-one relationship between letters and sounds, that might be a fairly good estimate of the complexity of the code. Unfortunately, the relationships between sounds and letters in English are quite complicated. The 44 sounds of English can be spelled many different ways. In our work on this program we have identified 150 spellings that are frequent enough to be worth teaching in the early grades. That boosts our estimate of the complexity of the code to 262.

In addition, students need to learn to track from left to right, to blend sounds into words (when reading), and segment words into sounds (when writing and spelling). They need to learn a handful of symbols used in writing, including the period, comma, exclamation point, question mark, quotation mark, and apostrophe. That raises our estimate of code complexity to about 270 bits of information.

We could boost the estimate even higher by adding Tricky Words and unusual spellings or by pointing out that there are many letters in English that can be pronounced different ways. We could also point out that reading a word like *thin* requires students to group the first two letters and attach them to one sound, and reading a word like *cake* requires students to scan ahead, see the 'e', and realize it controls the pronunciation of the 'a' earlier.

Even without these additions it is clear that the English writing system is quite complicated.

THE PROBLEM WITH WHOLE LANGUAGE

On a conservative estimate, there are 270 bits of knowledge a person needs to be able to read and write English. It is unwise to ask students to tackle all of this complexity at once and hope they will figure it out. Yet that is precisely what is done in so-called "Whole Language" approaches. Whole Language instruction is based on the assumption that learning to read is natural, and not difficult, so reading skills can be allowed to develop gradually, without much explicit instruction. Lots of students in Whole Language classrooms do manage to figure out the English writing system, but many others do not. Whole Language ideas have tremendous emotional appeal, but the Whole Language approach is actually a recipe for *leaving many children behind.* It is an especially risky strategy for disadvantaged children.

A much better strategy is to introduce the English spelling code explicitly, beginning with the easiest, least ambiguous, and most frequently used parts of the code and then adding complexity gradually. That is the central strategy on which this program is based.

The strategy adopted in this program is the same strategy that successful coaches use when teaching children a sport such as tennis. The successful coach does not ask students to learn "Whole Tennis" and soak up the necessary skills all at once by trying to hit all different kinds of shots the first day on the court. Instead, the successful coach teaches the student to hit a forehand ground stroke and provides lots of practice hitting forehands. Then the coach moves on to teach a backhand ground stroke, then a forehand volley, then a backhand volley, then a serve, then an overhead smash, then a drop shot, etc. With each element taught, the student becomes a stronger and more complete player. In the same way, this program begins by teaching the most common and least ambiguous spellings for sounds and then moves on to introduce the more complex parts of the writing system.

KEY ASPECTS OF THE SKILLS STRAND

Some key aspects of the Skills Strand are listed below.

- This program teaches reading and writing in tandem, since they are inverse processes. English writing involves making pictures of sounds; reading involves translating those pictures back into sounds and blending the sounds to make words.
- This program rejects the Whole Language notion that exposure to rich language and lots of environmental print is sufficient to ensure mastery of the writing system.
- This program explicitly teaches letter-sound correspondences as opposed to leaving students to figure these out on their own or deduce them by analyzing familiar whole words (as in some forms of "analytic" phonics).
- This program focuses on sounds, or phonemes, as the primary organizing principle of the program, rather than letters.
- This program includes phonics instruction, but the instruction differs from the phonics usually taught in the United States in that it begins with sounds and then attaches those sounds to spellings. In a typical phonics lesson in the United States, the teacher writes the letter 'm' on the board and says, "This is the letter 'em'. It says /m/." As a teacher using this program, you will be asked to present your lessons in a different way. You will be asked to begin with the sound. At the beginning of the lesson you will tell the class: "Today's sound is /m/." You will lead the class in some engaging oral language exercises that will allow students to say and hear the sound /m/. Once students are familiar with the sound, you will show them how to draw a "picture of the sound." You will write the letter 'm' on the board and explain that this is how we make a picture of the /m/ sound.

- This program focuses consistently on the phoneme, or single sound, and not on larger units. Students learn to read words that contain onsets, rimes, and consonant clusters, but they learn to view and process these larger units as combinations of smaller phoneme-level units. Rimes like *–ick* and initial clusters like *st–* are not taught as units but as combinations.
- This program uses a synthetic phonics approach that teaches students to read by blending through the whole word; it does not teach multiple cueing strategies, use of pictures as a primary resource in decoding, or part-word guessing.
- This program begins by teaching the most common or least ambiguous spelling for a sound (the basic code spelling); later it teaches spelling alternatives for sounds that can be spelled several different ways. Thus, the system is kept simple at first, and complexity is added bit by bit as students gain confidence and automatize their reading and writing skills.
- This program includes words, phrases, and stories for students to read and activity pages for them to complete that allow for focused, distributed practice working with the letter-sound correspondences students have been taught.
- This program does not require students to read words that go beyond the letter-sound correspondences they have learned. In other words, all words students are asked to read as part of the program are decodable, either because they are composed entirely of letter-sound correspondences students have been taught or because they are Tricky Words that have been taught. This means students have a chance to begin reading words and stories that are completely decodable before tackling words and stories that are full of spelling alternatives.
- This program does not require students to write words that go beyond the letter-sound correspondences they have been taught. In other words, students are only asked to write words that can be spelled (at least plausibly if not always correctly) using the code knowledge they have been taught.
- This program carefully controls the introduction of Tricky Words and words with ambiguous or rare spellings in Kindergarten, preferring to have students learn to read and write with regular words that can be blended and spelled in accordance with the letter-sound correspondences taught.
- This program avoids letter names in the early lessons of Kindergarten, because what is important for reading is not the letter name but the sound value the letter stands for. To read the word cat, it is essential to know /k/ /a/ /t/, not "see aay tee."
- This program teaches lowercase letters first and introduces the uppercase letters later.

THE BASIC AND ADVANCED CODE

The program teaches the highly complex letter-sound correspondences of the English language in an explicit and systematic manner in Kindergarten–Grade 2. Students are taught how the 26 letters (or graphemes) of the alphabet are used in various combinations to represent 44 sounds (or phonemes). There are approximately 150 different spellings for these sounds.

Students are first taught the **Basic Code** for each of the 44 phonemes. The Basic Code spelling for a sound is usually the most common, or the least ambiguous, spelling for a sound. By learning these letter-sound correspondences first, students experience a high degree of predictability, and therefore success, in decoding words with these spellings.

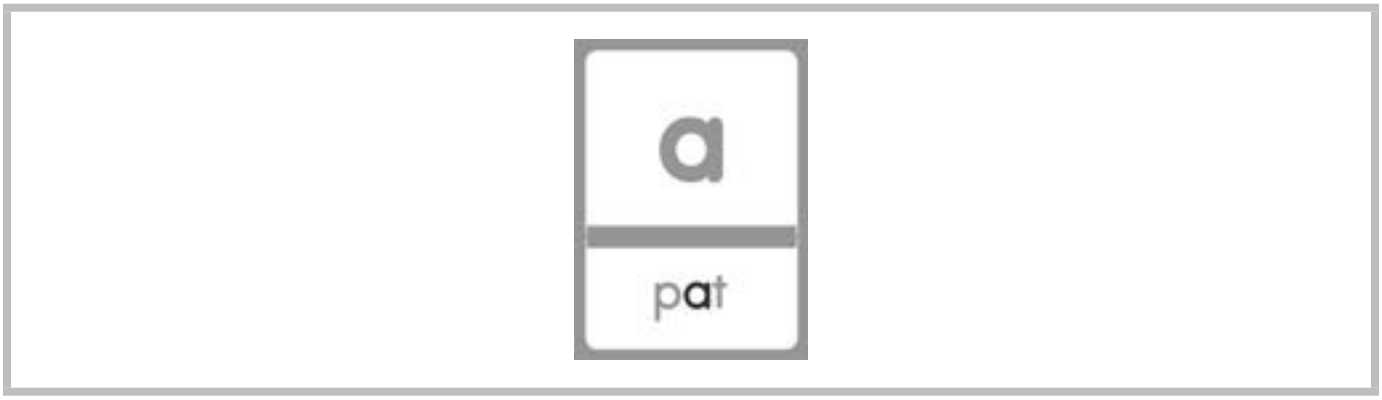
Basic Code spellings may be single letters, such as these spellings and sounds: 'a' > /a/, 'e' > /e/, 'b' > /b/, 'm' > /m/. Basic Code spellings may also include digraphs or two letters to represent a sound, such as 'ee' > /ee/, 'oy' > /oi/, 'ou' > /ow/, 'sh' > /sh/, 'th' > /th/. Other Basic Code spellings include separated digraphs, such as 'a_e' > /ae/, 'o_e' > /oe/.

In a **Basic Code Lesson**, students first learn to listen for and isolate a single sound and are then taught the spelling for that sound. Typically in this type of lesson, the teacher introduces the sound and conducts various oral language activities with the students to be certain that they can identify the sound orally. The teacher then presents the spelling for that sound and models writing the spelling, as well as sounding out simple one-syllable words that use the spelling. Additional reading and writing practice opportunities for students then follow.

The **Advanced Code** consists of all other spelling alternatives (over 100) that may be used to spell the 44 phonemes in English. Examples of alternative spellings include 'mm' > /m/, 'ss'> /s/, 'c' > /s/, 'g' > /j/, 'ay' > /ae/, and 'ey' > /ee/. Some of these spelling alternatives occur relatively frequently in the English language, while others are quite rare. See the provided charts for the Basic and Advanced Code.

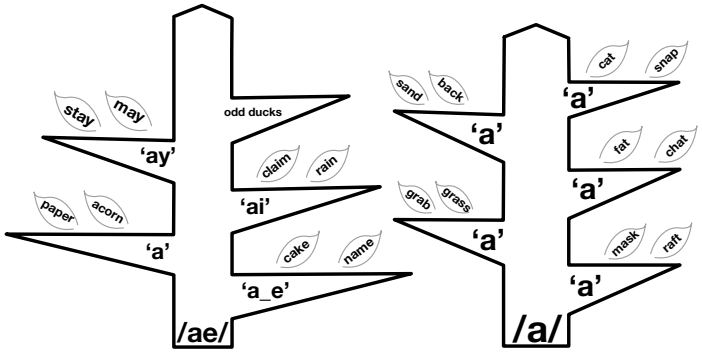
As each spelling alternative is taught, the frequency with which students may expect the spelling to occur is communicated in several ways. A "power bar" on cards used to teach the spellings indicates how frequent or infrequent a spelling is. A long power bar indicates that the spelling occurs frequently, while a short bar designates a rarer spelling.

The long power bar on the card below indicates that the ‘a’ spelling is used frequently to spell /a/, the short vowel sound:



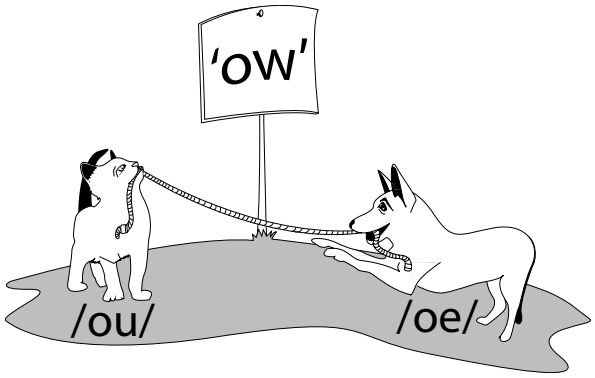
The short power bar on this card signals that the ‘eigh’ spelling is used infrequently to spell /ae/:

Students are introduced to and practice the **Advanced Code** in two types of lessons, **Spelling Alternative Lessons** and **Tricky Spelling Lessons**. Whereas Skills instruction in Kindergarten focuses almost entirely on the Basic Code, much instructional time in Grades 1 and 2 is devoted to teaching **Spelling Alternatives**. In a **Spelling Alternative Lesson**, the teacher first reviews the Basic Code spelling that students have already learned for a particular sound. New words with different spellings for the same sound are then introduced. Students are then often asked to conduct word sorts as a way to reinforce the fact that the same sound may be spelled multiple ways. In Grades 1 and 2, teachers are also encouraged to display Spelling Trees in the classroom as yet another way to reinforce spelling alternatives. A given sound is listed on the tree trunk, with various branches standing for different spellings. Leaves with words exemplifying a spelling are placed on the appropriate branches.



The fact that there are so many spelling alternatives in the English language presents a challenge for students when they are asked to write (and spell) a word.

Tricky Spelling Lessons are used to explicitly call students' attention to a spelling that can be pronounced and read more than one way. For example, 'a' can be pronounced as */a/* (*cat*), */ae/* (*paper*), */o/* (*father*), or */ə/* (*about*). It may be helpful to think of a tricky spelling as an instance in which several sounds "vie" for the student to pronounce and read the spelling a different way.



Tricky spellings present a challenge when students are asked to read unfamiliar words, since it is possible to sound out and pronounce a tricky spelling multiple ways.

In a **Tricky Spelling Lesson**, the teacher calls explicit attention to many examples of words in which the same spelling is pronounced different ways. Students are taught to try each pronunciation that they have learned for a spelling until they recognize a particular pronunciation as a familiar word that makes sense in the context. Some **tricky spellings** are taught in Grade 1, with many more taught in Grade 2.

Basic and Advanced Code: Consonants			
Phoneme	**Basic Code Spelling**	**Advanced Code Spellings**	**Example Words**
/b/	'b'	'bb'	**b**at, e**bb**
/ch/	'ch'	'tch', 't'	**ch**op, wa**tch**, fu**t**ure
/d/	'd'	'dd', 'ed'	ma**d,** ru**dd**er, play**ed**
/f/	'f'	'ff', 'ph', 'gh'	**f**ox, stu**ff**, **ph**one, rou**gh**
/g/	'g'	'gg', 'gu', 'gh', 'gue'	**g**et, e**gg, gu**ess, **gh**ost, va**gue**
/h/	'h'	'wh'	**ha**t, **wh**o
/j/	'j'	'g', 'dge', 'dg', 'ge', 'd'	**j**ump, **g**iant, ju**dge,** ju**dg**ing, bar**ge,** e**d**ucation
/k/	'c', 'k'	'ck', 'cc', 'ch'	**c**at, **k**it, ro**ck**, ra**cc**oon, s**ch**ool
/l/	'l'	'll'	**l**ip, be**ll**
/m/	'm'	'mm', 'mn', 'mb'	**m**at, ha**mm**er, hy**mn**, la**mb**
/n/	'n'	'nn', 'kn', 'gn'	**n**et, ru**nn**er, **kn**ot, **gn**at
/ng/	'ng'	'n'	thi**ng**, thi**n**k
/p/	'p'	'pp'	**p**it, pe**pp**er
/qu/	'qu'		**qu**it
/r/	'r'	'rr', 'wr', 'rh'	**r**ed, squi**rr**el, **wr**ong, **rh**ombus
/s/	's'	'ss', 'c', 'sc', 'st', 'ce', 'se'	**s**it, dre**ss**, **c**ity, **sc**ience, whi**st**le, prin**ce,** rin**se**
/sh/	'sh'	'ss', 's', 'ch', 'ssi', 'si', 'ti', 'ci'	**sh**ip, a**ss**ure, **s**ure, **ch**ef, se**ssi**on, ten**si**on, Mar**ti**an, Gre**ci**an
/t/	't'	'tt', 'ed', 'bt'	**t**op, mi**tt**, walk**ed,** dou**bt**
/th/	'th'		**th**in
/<u>th</u>/	'th'	'the'	**th**em, ba**the**
/v/	'v'	've'	**v**et, val**ve**
/w/	'w'	'wh'	**w**et, **wh**en
/x/	'x'		ta**x**
/y/	'y'		**y**es
/z/	'z'	'zz'	**z**ip, bu**zz**
/zh/	(none)	'ge', 'j', 's'	gara**ge**, **J**acques, trea**s**ure

Basic and Advanced Code: Vowels			
Phoneme	**Basic Code Spelling**	**Advanced Code Spellings**	**Example Words**
/a/	'a'		c**a**t
/ae/	'a_e'	'a', 'ai', 'ay', 'ei', 'ey', 'eigh', 'ea', 'aigh'	d**a**t**e**, b**a**by, r**ai**n, tr**ay**, v**ei**n, pr**ey**, **eigh**t, st**ea**k, str**aigh**t
/ar/	'ar'		**ar**m
/aw/	'aw'	'au', 'ough', 'augh', 'al'	p**aw,** p**au**se, **ough**t, n**augh**ty, w**al**l
/e/	'e'	'ea', 'ai', 'ay', 'a', 'ie'	b**e**d, h**ea**d, s**ai**d, s**ay**s, m**a**ny, fr**ie**nd
/ee/	'ee'	'e', 'ea', 'y', 'e_e', 'ey', 'ie', 'i', 'ei'	b**ee**, m**e**, m**ea**t, bunn**y**, sc**e**n**e**, k**ey**, ch**ie**f, var**i**ation, rec**ei**ve
/er/	'er'	'ir', 'ur', 'or', 'ar', 'ear', 'urr', 'our'	h**er**, f**ir**, f**ur**, w**or**k, doll**ar**, **ear**th, h**urr**y, c**our**age
/i/	'i'	'y', 'ui', 'i_e'	s**i**t, g**y**m, b**ui**ld, g**i**v**e**
/ie/	'i_e'	'i', 'igh', 'ie', 'y', 'y_e', 'ye', 'uy'	f**i**n**e**, f**i**nd, h**igh**, p**ie**, m**y**, st**y**l**e**, b**ye**, g**uy**
/o/	'o'	'a', 'wa'	h**o**t, l**a**va, **wa**ter
/oe/	'o_e'	'o', 'oe', 'ow', 'oa'	r**o**p**e**, n**o**, t**oe,** sn**ow,** b**oa**t
/oi/	'oi'	'oy'	**oi**l, b**oy**
/<u>oo</u>/	'oo'	'o_e', 'u', 'u_e', 'ue', 'ew', 'o', 'ou', 'ui', 'eu', 'oe'	s**oo**n, appr**o**v**e**, s**u**per, t**u**n**e**, bl**ue**, n**ew**, d**o**, s**ou**p, fr**ui**t, n**eu**tral, sh**oe**
/oo/	'oo'	'u', 'oul'	w**oo**d, p**u**t, c**oul**d
/ou/	'ou'	'ow', 'ough'	**ou**t, n**ow**, b**ough**
/or/	'or'	'ore', 'our', 'oor', 'oar', 'ar'	f**or**, b**ore**, f**our**, d**oor**, s**oar**, aw**ar**d
/u/	'u'	'o', 'ou', 'o_e', 'e'	b**u**t, am**o**ng, t**ou**ch, c**o**m**e**, th**e**
/ue/	'u_e'	'u', 'ue', 'ew'	c**u**t**e**, p**u**pil, h**ue**, f**ew**
/ə/	'a'	'e'	**a**bout, d**e**bate
/ə/ + /l/	'al'	'le', 'el', 'ul', 'il'	anim**al**, app**le**, trav**el**, awf**ul**, penc**il**

THE TRICKY WORD LESSON

A final lesson type is the Tricky Word Lesson. The term *Tricky Word* is used in this program to refer to a word that does not "play by the rules" of spelling and/or pronunciation. Examples of Tricky Words include *one*, *said*, *of*, *were*, and *have*.

You can describe the trickiness of a Tricky Word like *said* in two ways. If you think about it from a spelling point of view, you might say that the word *said* is tricky because the sound /e/ is not spelled with an 'e', as you might expect it would be. On the other hand, if you think about it from a reading point of view, you might say the word is tricky because the letters 'ai' are not pronounced /ae/, as you might expect they would be. Either way you look at it, *said* is a Tricky Word.

But notice that the word is not completely irregular, either. The first letter and the last letter are pronounced exactly as you would expect. It is only the second and third letters, representing the vowel sound, that are not sounded as you would expect. Or, if you prefer to look at things from the speller's perspective, you might say the first and last sound are spelled just as you would expect; it is only the middle sound—the vowel sound—that is spelled irregularly. This is the case with many Tricky Words: most of them have a regular part (or parts) and then a tricky part. More often than not, you will find the tricky part involves the vowel sound and its spelling.

When you are asked to teach a Tricky Word, the guidelines in the Teacher Guide will generally prompt you to begin by reminding students that not all words play by the rules and words that do not play by the rules are called Tricky Words. Next, the Teacher Guide will generally suggest you write the Tricky Word on the board. You may wish to ask a student to read the word as he or she thinks it might be sounded (i.e., to blend according to the normal procedures). Alternatively, you can read the Tricky Word that way yourself. Then you can point out how the word is actually pronounced. Once you have established the actual pronunciation, you can point out and/or discuss what is regular and what is irregular about the word. Most Tricky Words have at least some parts pronounced exactly the way you would expect. For example, as noted above, the first and last letter in *said* are pronounced just as one would expect. After discussing the regular parts, you should then draw attention to the tricky part (or parts) of the word, pointing out letters not pronounced as one might expect they would be (e.g., the 'ai' in *said*). This is the part of the word that students just have to remember.

By drawing attention to the regular as well as the irregular parts of the word, you teach students that Tricky Words are only partial exceptions to the normal rules of reading and writing. (They are not so much irregular as they are a little less regular than most words.) There are some parts of the word spelled just as you would expect and also pronounced just as you would expect. Then there are some others that are not. There is a subtle but important difference between teaching Tricky Words this way and teaching them as single entities that have to be memorized as wholes, as if every part of the word were unpredictable.

Note that some Tricky Words are actually part of spelling patterns. For example, the words *he*, *she*, *we*, *be*, and *me*, are taught as Tricky Words early on because it is hard to write stories without them. However, once the 'e' spelling alternative for /ee/ is taught, these Tricky Words can be seen as part

of a larger pattern that includes words like *replay* and *prefix*. Other Tricky Words, such as *one* and *of*, remain tricky even when most of the spelling alternatives have been taught.

It is important to note that Tricky Words are not the same as sight words. The distinction is discussed in the next few sections.

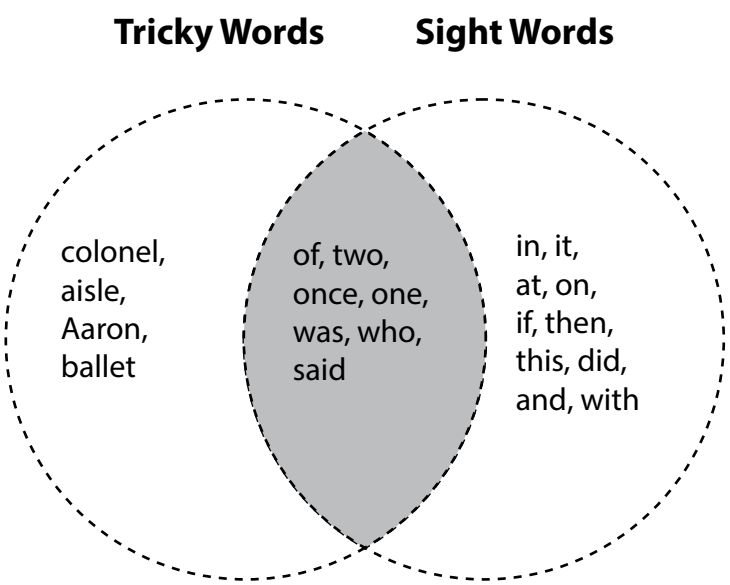
SIGHT WORDS AND TRICKY WORDS

One of the most common terms in the world of reading instruction is *sight word*. Unfortunately, this is also a rather ambiguous and potentially confusing term. Educators use the term *sight word* in two different senses. For some people, sight words are high-frequency words that students need to encounter frequently and learn to decode rapidly and effortlessly. Other people use the term *sight word* in a more restrictive sense, to refer to words that cannot be sounded out using letter-sound correspondences and may need to be taught as exceptions.

In this program, we distinguish between *Tricky Words* and *sight words*. We define these terms as follows:

- A *Tricky Word*, as noted in the previous section, is a word that does not play by the rules. It is a word containing at least one part that cannot be read correctly via blending or cannot be spelled correctly using the code knowledge taught so far.
- A *sight word* is a high-frequency word that we want students to see many, many times and learn to read quickly.

The main difference here is that a Tricky Word always contains some irregular element, whereas a sight word might or might not. The Venn diagram below shows the relationship between these two categories, as understood within this program.



The words in the left circle are Tricky Words: each one contains at least one set of letters that is not pronounced the way you would expect. Or, if you prefer to look at matters from a spelling point of view, you could say each contains at least one sound that is not written as you would expect it to be.

The words in the right circle are sight words: they are all high-frequency words that students should see frequently and eventually learn to recognize rapidly.

The shaded area in the middle shows that there is considerable overlap between the two categories (which is probably why the two senses of *sight word* are regularly confused). Some words qualify as sight words because they are used a lot and also as Tricky Words because they are not pronounced (or written) as you would expect. These are words that are both irregular (and therefore hard to read and write, at least at first) and also very common (and therefore important for student success). They are candidates for special instruction, and many of them are given special instruction in this program. (See "The Tricky Word Lesson" previously.)

The area on the far left shows words that are tricky in the sense that they depart from the most common spelling patterns. But these words do not qualify as sight words on most lists because they are not especially common. Words of this sort are sprinkled throughout the language but do not receive much attention because they are only used occasionally. Students can learn them as the need arises in upper grades.

The area on the far right shows words that qualify as sight words because they are very common and should be rapidly recognized but do not qualify as Tricky Words because they are completely regular. All of them are pronounced and spelled exactly as you would expect. They can be sounded out and set down on paper using basic letter-sound correspondences taught in Kindergarten. Students need to see these words—and they will see most of them frequently in the materials—but you probably do not need to give these words special attention, and you certainly should not ask students to memorize them as wholes. Students can simply read them by sounding them out. After sounding them out several times, they will begin to recognize them more rapidly. In other words, no special teaching is required for these regular high-frequency words. All that is required is multiple exposures, and students are likely to get multiple exposures since the words are so common.

SIGHT WORDS

The guidelines for teaching Tricky Words are outlined in the section above. As noted above, we use the term *sight word* in this program to refer to high-frequency words that we want students to see many, many times and learn to recognize rapidly.

The program does place the initial emphasis on reading regular words. But that does not mean high-frequency sight words are not being learned. In fact, as noted above, many sight words are completely regular and become decodable as students learn letter-sound correspondences. This means that the program is a very effective program for teaching sight words.

To illustrate this, consider one of the most widely used lists of sight words, Dr. Edward Fry's "Instant Word" list. Fry's list is divided into groups of 100. For purposes of illustration, we will focus on the first three lists of 100 words, 300 words in all. These are words that Fry recommends be mastered in the first several grades of school. We found more than half of the Fry Instant Words become fully decodable in Kindergarten, meaning they are either regular and can be sounded out using the letter-sound correspondences taught, or they are Tricky Words explicitly taught in the program.

By the end of Unit 3, four of Fry's Instant Words are 100% decodable: *at*, *did*, *got*, *it*.

By the end of Unit 4, 16 Instant Words are 100% decodable: *can*, *an*, *and*, *not*, *in*, *on*, *man*, *him*, *had*, *if*, *its*, *get*, *end*, *men*, *set*, *sit*.

By the end of Unit 10 in Kindergarten, 129 high frequency words (41 Tricky Words, plus 88 decodable words) from the Fry Instant Word List have been taught. Using the Dolch Sight Word List as criteria, by the end of Unit 10, 116 high frequency words (42 Tricky Words, plus 74 decodable words) from the Dolch List have been taught. Many of these Tricky Words are practiced and reviewed in Grade 1 Units 1 and 2.

CUSTOMIZING AND ADAPTING THE PROGRAM

This is a highly structured and sequenced program. We are unapologetic about that, as we believe the structure and sequence will be very helpful to students as they work to learn the English spelling code. However, this is not a scripted program in which teachers are required to read the manual and give one of a handful of approved responses. We expect—indeed, we hope—teachers will tweak the phrasing and come up with ways to customize, personalize, and adapt the instruction.

Our goal has been to put things in a logical order and provide all of the guidance and support necessary for a new teacher, or a teacher new to this kind of phonics instruction.

At the same time we believe there is room for experienced and creative teachers to customize and adapt the program. Indeed, some of the exercises included in this version of the program were developed by teachers in our pilot programs!

Sometimes in the lessons we give exact phrasing that we suggest you use; more often, however, we give indirect phrasing and/or encourage you to explain something using your own words. You should feel free to make changes to the phrasing. For example, you may prefer to speak of "a picture of a sound" or a "spelling." Later in the year, you may want to teach the term "digraph," or you may prefer to refer to the letters in a digraph as a "letter team" or as "buddy letters." There are many ways to customize the program and the language while preserving the basic instructional principles and sequence of instruction.

For presentation of words, you may write on a chalkboard, a whiteboard, chart paper, an overhead projector, a document camera or the projection system of your choice. A projection system works especially well for activity pages, since it allows the teacher to model the task exactly as the students will be completing it. For the chaining exercises, you may use a pocket chart, a magnetic board with magnetic letters, an overhead projector with letters cut from a transparency, or a smart board. Many modifications of this sort can be made without adversely impacting the quality of the instruction.

You should also always feel free to add additional activities and activity pages that are consistent with the our philosophy of instruction. You should always feel free to respond to the teachable moment, even if it leads you slightly off the path laid out in the Teacher Guide.

There are only a handful of things you should not do:

You should not skip a lesson in which new code knowledge is taught. If you are not able to teach Lesson 12 on Monday, teach it on Tuesday. If you are not able to teach it on Tuesday, teach it on Wednesday. Do not try to "catch up" by skipping ahead to Lesson 14. If you do, students will be lacking important code knowledge, untaught spellings will begin to appear in their word lists and on their activity pages, and the lessons will start to make less sense to them.

For the same reasons, you should not reorder the lessons. The program relies heavily on sequencing, and instruction will be confused and less effective if the lessons are reordered.

SMALL GROUP WORK

Large parts of this program have been written for whole-group instruction, but the program can be customized to allow for small-group instruction of various kinds. Since all students need to learn that /t/ is spelled 't', it is instructionally efficient to teach the Basic Code Lessons and other lessons that introduce the letter-sound correspondences to the whole class. You will note that there are Support and Challenge sidebars sprinkled throughout the lessons, as well as the Additional Support activities at the end of each lesson, that will guide you in how to differentiate instruction for your students, while still using the whole class approach described in the Basic Code Lessons.

However, since some students will learn the new information right away while others will need more practice, you may wish to do small-group work to follow up the initial introduction of code knowledge. You will note that many lessons do include suggestions for small groups; you should feel free to adapt these and other lessons as best meets the needs of your students. We have seen this program taught very effectively in small groups and in workstations students visit on rotation.

ADJUSTING THE SPEED OF INSTRUCTION

This sequence will work for most children. However, all children are different, and all classrooms are different. Some classrooms may need more time to master particular concepts than others. The program has been designed so the pace of instruction can be adjusted as needed.

The most important thing for you to know is that *you can pause at any point in the program*. If students are not learning the material, simply stop where you are and do additional work to remediate or reteach as needed. All lessons contain some materials you can use if you pause.

In addition, at the end of each unit there is a "Pausing Point." If the end-of-unit assessment or your observations suggest some members of the class need additional time to master the concepts taught in the unit, this is an especially good place to stop and provide additional practice and review. The Teacher Guides include additional work at each Pausing Point. They will typically provide enough for at least 4–5 days of additional work. The materials provided in the Pausing Point can be used in various ways. Sometimes you may wish to have all students do the same activity or activity page. Other times you may wish to work individually or in small groups with students who are struggling with a particular concept.

To slow down instruction, you can pause either in the middle of a unit or at a Pausing Point. We do not recommend that you attempt to speed up the sequence of instruction. The program lays out an ambitious program of instruction.

The Grade 1 program of instruction should work well for a wide range of students. You should begin with the assumption that the Grade 1 program is an appropriate option for all students in the class.

Inevitably, however, there will be differences in learning. Students learn at different rates. Some students will pick up the material quickly, others will have more difficulty. There are many strategies for dealing with this. In general, we encourage you to try to keep most of the class together as long as it makes sense to do so. It is much easier to teach one set of students at roughly the same level than it is to teach two or three groups at very different levels.

If you find some students are lagging, you may still be able to keep the class together for the main lessons but find extra time two to four times a week to work with those students who seem to need extra practice. The various chaining activities are especially good to do in these remedial groups.

If this is not sufficient, you may eventually need to regroup some students. As we note in Lessons 6–10 of this unit, it is especially important to administer the placement assessment to all students at the start of the year. We strongly recommend that teachers then use an "across grade" approach to grouping students. If there are two classrooms, these two teachers should look at all of the Grade 1 students in both classrooms and consider regrouping students for Skills instruction only, with one teacher taking the class of students who need review and more practice, while the other teacher

works with those students ready to move on to Grade 1 Skills instruction. It will likely be worthwhile to reconvene at multiple times during the year to plan across the grade level, using the end-of-unit assessments. In this way, students in need of remediation can be moved to the appropriate group, while students who are making progress can advance.

Appendix B: Grade 2 Scope and Sequence

This Scope and Sequence is provided for you as an overview so you understand the depth of material covered in Grade 2.

Unit 1

- comprehensive assessment of reading skills
- read one- and two-syllable words with basic code spellings for short vowels, all consonants, spelling alternatives for /s/, /j/, /w/, /r/, /n/, and selected tricky spellings 'c', 'g', 's', 'n'
- chaining exercises
- the Tricky Words *he*, *she*, *we*, *be*, *me*, *the*, *was*, *of*, *a*, *do*, *down*, *how*, *to*, *what*, *where*, *why*, *from*, *once*, *one*, *two*, *could*, *would*, *should*, *there*, *said*, *says*, *word*
- read decodable stories
- answer text-dependent questions about stories in complete sentences orally and in written form
- write words, phrases, and sentences from dictation using phonics knowledge including phonemically plausible spellings

Unit 2

- read one- and two-syllable words with basic code spellings for long vowels and r-controlled vowels, as well as vowel digraph spellings for /oo/, /<u>oo</u>/, /ou/, and /oi/
- chaining exercises
- read and write words with inflectional endings
- the Tricky Words *I*, *you*, *your*, *street*, *my*, *by*, *have*, *all*, *who*, *no*, *go*, *so*, *are*, *were*, *some*, *they*, *their*
- read decodable stories, including fairy tales, fantasy, and fables
- increase accuracy, fluency, and expression
- use context and punctuation (including periods, question marks, exclamation marks, and commas) to understand text structure and meaning
- use apostrophes to create contractions and quotation marks to designate direct speech
- answer text-dependent questions about stories in complete sentences orally and in written form
- use the "Plan-Draft-Edit" writing process to write a fictional narrative and a book report

- write words, phrases, and sentences from dictation using phonics knowledge including phonemically plausible spellings
- read closely and discuss sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences

Unit 3

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

Unit 4

- read multisyllable words with the following spelling alternatives: 'ir' and 'ur' for /er/; 'y' for /i/; 'i', 'igh' and 'y' for /ie/; 'o' and 'ow' for /oe/; 'e', 'y', and 'ey' for /ee/; and 'al' for /aw/
- chaining exercises
- read tricky spellings sounded in multiple ways
- read previously taught Tricky Words
- read decodable stories
- increase accuracy, fluency, and expression

- use context and punctuation (including periods, question marks, exclamation marks, and commas) to understand text structure and meaning
- answer questions about fiction orally and in written form including a reference to the specific text that provides the answer
- write words, phrases, and sentences from dictation using phonics knowledge including phonemically plausible spellings
- use the "Plan-Draft-Edit" writing process to write a friendly letter and a persuasive writing piece
- express an opinion or point of view in writing, using supporting details
- capitalize the first word in a sentence, the word *I*, and proper nouns
- use common and proper nouns in oral and written tasks
- identify and use regular and irregular plural nouns in oral and written tasks
- identify and use regular and irregular past-, present-, and future-tense action verbs and the verb *to be* in oral and written tasks
- read closely and discuss sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences

Unit 5

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

- use common and proper nouns in oral and written tasks
- identify and use regular and irregular plural nouns in oral and written tasks
- identify and use regular and irregular past-, present-, and future-tense verbs in oral and written tasks
- identify and use adjectives in oral and written tasks
- identify and use subjects and predicates in oral and written tasks
- identify and use abbreviations, with correct punctuation, for titles of people
- read closely and discuss sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences

Unit 6

- read multisyllable words with the following spelling alternatives: 'ph' for /f/; 'ar' or 'or' for /er/; and 'ch' for /k/
- read tricky spellings sounded in multiple ways
- read domain specific (Tier 3) words
- read informational text
- increase accuracy, fluency, and expression
- use context and punctuation (including periods, question marks, exclamation marks, and commas) to understand text structure and meaning
- answer questions about nonfiction text orally and in written form including a reference to the specific text that provides the answer
- use basic text features including title, table of contents, chapter headings, pictures, captions, and glossary
- utilize background knowledge to make connections to text and interpretations of text
- retell and/or summarize a passage or selected part of a text
- generate questions and seek information from multiple sources to clarify text
- interpret information presented in diagrams, charts, graphs, etc.
- create and interpret timelines
- categorize and organize facts and information, also distinguish between events of long ago and contemporary events
- write words, phrases, and sentences from dictation using phonics knowledge including phonemically plausible spellings

- use the “Plan-Draft-Edit” writing process to write an informational report
- gather information from multiple sources and group similar information into paragraphs
- write about a topic including topic sentence, facts and supporting details relevant to topic, and concluding sentences
- capitalize the first word in a sentence, the word *I*, and proper nouns
- use common and proper nouns in oral and written tasks
- identify and use regular and irregular plural nouns in oral and written tasks
- identify and use regular and irregular past-, present-, and future-tense verbs in oral and written tasks
- identify and use adjectives in oral and written tasks
- identify and use adverbs in oral and written tasks
- identify and use subjects and predicates in oral and written tasks
- read closely and discuss sections of the text that might pose difficulty due to complex syntax, dense information, challenging transitions, or that require inferences

Appendix C: Using Chunking to Decode Multisyllable Words

Mastering the various letter-sound correspondences taught will enable students to read one-syllable words with ease. However, knowing these individual letter-sound correspondences is no guarantee that students will be able to apply this knowledge in reading multisyllable words. To this end, most students will benefit from additional instruction in learning to recognize, chunk and read parts of words—syllables—as a way to decode longer words.

When students first encounter two-syllable words in Grade 1 materials, a small dot is used as a visual prompt or cue between the syllables (e.g., *sun·set*). This is done in both the Activity Books and Readers. The dot is intended to visually break the word into two chunks, each of which can then be sounded out separately. As Grade 1 progresses, the dot is eliminated and students are expected to begin visually chunking parts of longer words on their own.

Starting in Grade 1, the program introduces the decoding of two-syllable words by having students work first with two-syllable compound words (e.g., *cat·fish*, *cup·cake*, *pea·nut*, *drive·way*). For compound words, the dot is placed between the two component words. These are among the easiest two-syllable words to chunk and decode because each syllable of a compound word is already a familiar spelling pattern students have encountered in reading one-syllable words. In addition, each syllable or chunk is also frequently recognizable as a word part that has semantic familiarity.

In addition to learning to decode two-syllable compound words, Grade 1 students also tackle two-syllable words that consist of a root word with a simple suffix (e.g., *yawn·ing*, *hunt·er*, *bust·ed*). The dot is typically placed immediately before the suffix. However, for words that contain double-letter spellings for consonants, in this program, the divider is typically placed after the double-letter spelling rather than between the two consonants (e.g. *batt·ed*, *bigg·er*, *bunn·y*). Teachers familiar with other ways to chunk or divide syllables may initially find this odd. This is done, however, because the double-letter spellings have been taught as single-spelling units since Kindergarten (‘nn’ > /n/, ‘mm’ > /m/, ‘tt’ > /t/, etc.). The program strives to be consistent in representing these spellings in the way that the students have been taught to process them (e.g., as whole entities for a sound). (Ultimately, as students become more proficient at decoding and chunking syllables through subsequent grade levels, it really does not matter whether they visually chunk and decode these words as *batt·ed* or *bat·ted*.) Most students find chunking and decoding these two-syllable words consisting of root words and suffixes relatively easy.

A greater challenge is encountered when chunking and decoding other types of multisyllable words.

To be successful in decoding these longer words, it is helpful if teachers and students recognize certain syllable types. Most reading specialists identify six different syllable types:

Note: Syllables exemplifying each type are underlined.

- **Closed Syllables (CVC, VC, CCVCC, etc.)—always associated with a "short" vowel sound (e.g., /a/, /e/, /i/, /o/, /u/):** *let, pad, rod, tin, fun, pic·nic, un·til*
- **Magic 'E' Syllables (V-C–E)—always associated with a "long" vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/):** *cake, home, like, mule, Pete, mis·take, stam·pede*
- **Vowel Digraph Syllables:** *joint, speak, proud, play, dis·may, be·low, coun·sel*
- **R-Controlled Syllables:** *art, curb, girl, fort, clerk, tur·nip, ar·tist, fe·ver*
- **Open Syllables (V or CV)—always associated with a "long" vowel sound (e.g., /ae/, /ee/, /ie/, /oe/, /ue/):** *go, me, hi, a·pron, fi·nal, com·pre·hend*
- **Consonant–LE Syllables (C–LE):** *sim·ple, puz·zle, raf·fle, ca·ble, ri·fle*

In addition, it is also helpful to designate one additional syllable type:

- **Schwa Syllables:** *ben·e·fit, ap·pe·tite, a·bout, hos·pit·al, e·mo·tion*

Note: The Consonant–LE Syllable is also a schwa syllable, but it is distinguished separately because of the way this spelling is chunked when dividing words into syllables.

To be clear, in order to decode words, students do not need to identify syllables by these names. The names of the syllable types are provided here only to establish a common vocabulary for teachers as they use the materials. What is necessary, however, for students to become fluent readers of longer words in increasingly complex text is that they be able to visually parse certain spelling patterns as syllable chunks so they can quickly and easily decode each syllable.

The first type of two-syllable word pattern to which students are introduced is the closed syllable pattern in two-syllable words. These two-syllable words are also relatively easy for students to chunk and recognize as an example of the familiar CVC, VC, CCVCC, etc., spelling pattern they encountered in one-syllable words in Kindergarten.

Two closed syllables in a word are divided as follows:

- When two different consonants stand between two vowels, the syllables are divided between the consonants, creating one or more closed syllables.

ad · mit *nap · kin* *trum · pet*

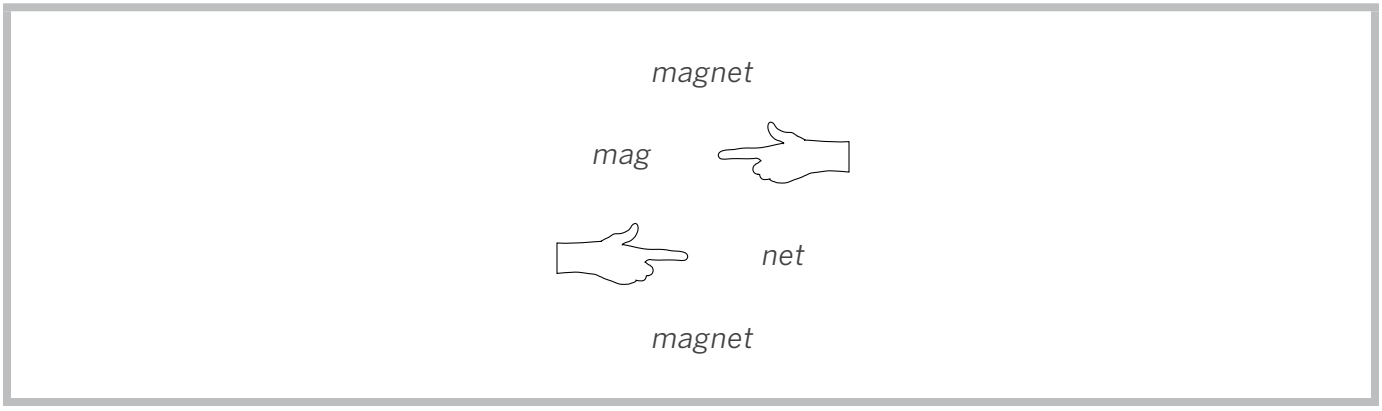
- For words that contain double-letter spellings for consonants, the divider is typically placed after the double-letter spelling rather than between the consonants. As noted earlier, this is because the double-letter spellings have been taught as single spelling units since Kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.).

  traff · ic *muff · in* *happ · en*

- When there are three consonants between two vowels, in general, the word is divided so the first consonant goes with the first vowel and the other two consonants with the second vowel.

  mon · ster *con · tract* *pil · grim*

When students have difficulty reading a two-syllable word, you may find it useful to use your finger to cover the second syllable, revealing only the first syllable for them to read. Once students read the first syllable, the second syllable can be uncovered and read. If necessary, you can then model for students how to blend the two syllables aloud:



In Grade 1, students will encounter other two-syllable words with various combinations of the magic 'E' syllable, the vowel digraph syllable, the r-controlled vowel syllable, and the closed syllable.

- Chunking these syllable types follows the same patterns for division as noted above for closed syllables:

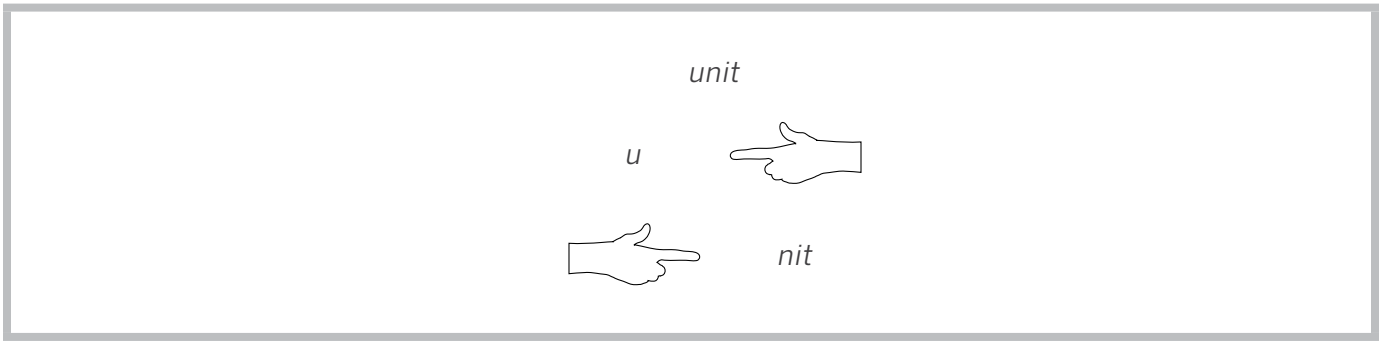
  tar · get *for · get* *es · cape* *ig · loo* *scoun · drel* *char · coal*

In Grade 2, students are introduced to more challenging multisyllable words.

Two-syllable words with only one consonant between the vowels are especially difficult to chunk because they may be divided either before or after the single consonant. Students are taught to use a flexible approach in chunking syllables with a single consonant between the vowels, trying each possibility when they encounter an unfamiliar word.

- When only one consonant stands between two vowels, first divide the word in front of the consonant and sound it out as an open syllable:

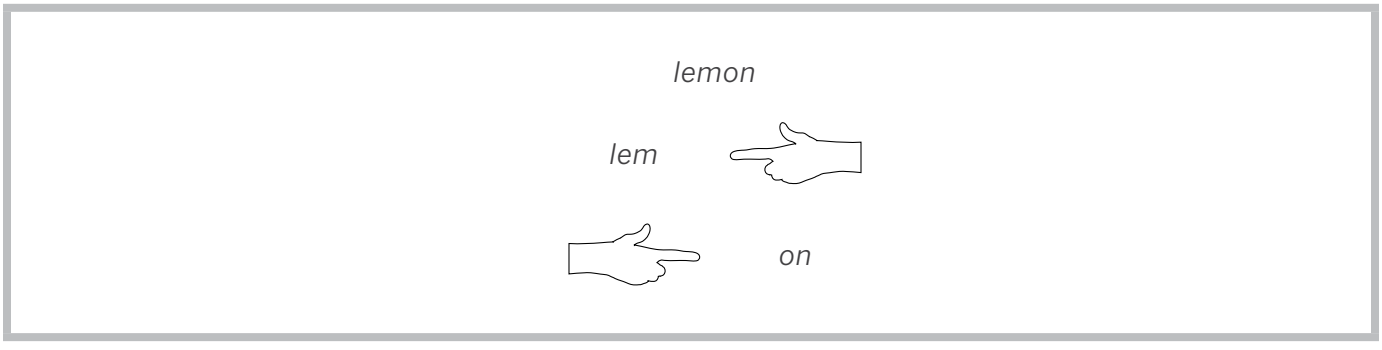
pu · pil *vi · rus* *mo · ment*



However, sometimes the word may divide after the consonant, creating a closed syllable. There is no definitive rule for when to divide before or after the consonant. Students will need to be flexible and try dividing and sounding the word each way—before and/or after the consonant—to determine whether they recognize a familiar word as they sound out each possibility. In order to recognize whether a word is familiar when sounded either way, the word must be one that the student has heard before (i.e., the word must be in the student's oral vocabulary). Obviously, this will represent an additional challenge for students who have a limited vocabulary and/or for whom English is a second language.

If the word divides after the consonant, a closed syllable is created:

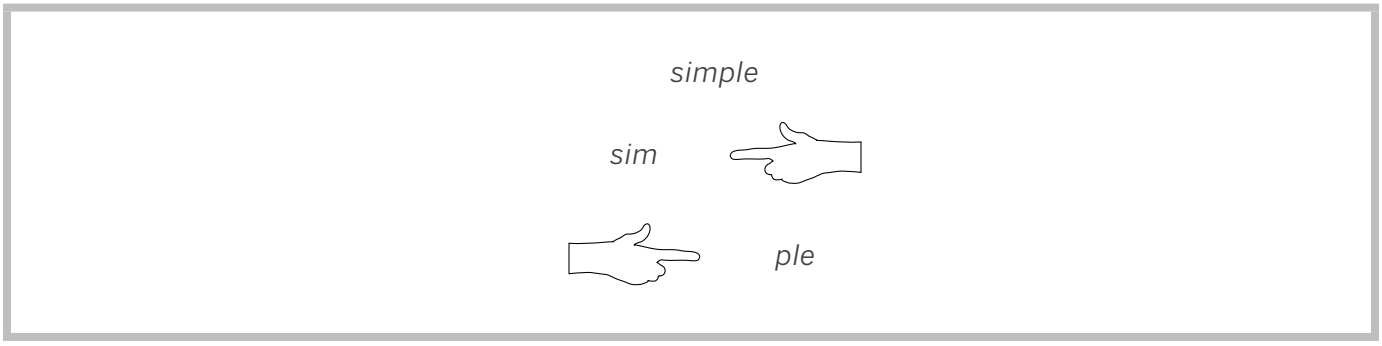
cam · el *mel · on* *pun · ish*



In Grade 2, students are also introduced to Consonant–LE Syllables. Chunking these words into syllables is fairly straightforward.

- When a word ends in Consonant–LE, the word is divided in front of the consonant, creating a first syllable that may be an open, closed or even r-controlled syllable, depending on the other spellings in the words

ban · gle *twin · kle* *sta · ble* *cra · dle* *tur · tle*



In the later part of Grade 2, students are introduced to syllables in which various spellings represent the schwa sound. English words with more than one syllable usually include a combination of stressed and unstressed syllables. When a syllable in a spoken word is unstressed or weakly stressed, its vowel sound is often reduced to a flat, rather nondescript vowel sound that linguists call a schwa. This happens in many English words. Spellings for the schwa sound include 'a', 'e', 'al', 'il', 'el' and 'tion'. Chunking and decoding words that include the schwa sound can be quite challenging for many students.

Syllables with a schwa sound are divided in different ways, recognizing that the syllable with the schwa sound has a particular spelling:

a · bout *de · pos · it* *med · al* *e · vil* *nick · el* *lo · tion*

As noted earlier, the Consonant–LE Syllable is actually a schwa syllable, but it is identified separately because of the way this spelling is chunked when dividing words into syllables.

- Finally, while students encountered some simple root words and affixes in Grade 1, they study prefixes, suffixes, and root words in much greater depth and are taught to chunk syllables accordingly throughout the entire year of Grade 3 instruction.

pre·tend *non·sense* *tri·cycle* *re·peat* *self·ish* *sad·ness* *help·less*

By combining the specific code knowledge of letter-sound spellings taught in Kindergarten—Grade 3, with the ability to chunk multisyllable words into smaller decodable parts, students will have the tools they need to independently decode just about any word they encounter.

TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

Skills 1		Correlation—Teacher's Guide	Power Hits
(1) Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:			
TEKS 2.1.A	listen actively, ask relevant questions to clarify information, and answer questions using multi-word responses		
TEKS 2.1.B	follow, restate, and give oral instructions that involve a short, related sequence of actions		
TEKS 2.1.C	share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.		
TEKS 2.1.D	work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others;		
TEKS 2.1.E	develop social communication such as distinguishing between asking and telling		
(2) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking–beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:			
(A) demonstrate phonological awareness by:			
TEKS 2.2.A.i	producing a series of rhyming words;		
TEKS 2.2.A.ii	distinguishing between long and short vowel sounds in one-syllable and multi-syllable words	U1: p. 48, U1: p. 51	
TEKS 2.2.A.iii	recognizing the change in spoken word when a specified phoneme is added, changed, or removed; and	U1: p. 36, U1: p. 39, U1: p. 42	U1: p. 42
TEKS 2.2.A.iv	manipulating phonemes within base words		
(B) demonstrate and apply phonetic knowledge by:		U1: p. 127, U1: p. 130, U1: p. 101, U1: p. 104, U1: p. 181, U1: p. 185	
TEKS 2.2.B.i	decoding words with short, long, or varient vowels, trigraphs and blends	U1: p. 36, U1: p. 39, U1: p. 48, U1: p. 58, U1: p. 61, U1: p. 67, U1: p. 70, U1: p. 76, U1: p. 79, U1: p. 95, U1: p. 98, U1: p. 101, U1: p. 104, U1: p. 106, U1: p. 109, U1: p. 111, U1: p. 114, U1: p. 201, U1: p. 204, U1: p. 215, U1: p. 212	U1: p. 215
TEKS 2.2.B.ii	decoding words with silent letters such as knife and gnat;	U1: p. 191, U1: p. 194	
TEKS 2.2.B.iii	decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	U1: p. 95, U1: p. 98, U1: p. 101, U1: p. 104, U1: p. 106, U1: p. 109, U1: p. 111, U1: p. 114, U1: p. 160, U1: p. 155, U1: p. 159, U1: p. 243, U1: p. 246, U1: p. 253, U1: p. 256	U1: p. 160
TEKS 2.2.B.iv	decoding compound words, contractions, and common abbreviations	U1: p. 89, U1: p. 94, U1: p. 106, U1: p. 109	

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

Skills 1		Correlation—Teacher's Guide	Power Hits
TEKS 2.2.B.v	decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;	U1: p. 140, U1: p. 144, U1: p. 155, U1: p. 159	
TEKS 2.2.B.vi	decoding words with prefixes including *un-, re-*, and *dis-*, and inflectional endings, including *-s, -es, -ed, -ing, -er*, and *-est*	U1: p. 155, U1: p. 159, U1: p. 199, U1: p. 227, U1: p. 243, U1: p. 246, U1: p. 191, U1: p. 223, U1: p. 234, U1: p. 237, U1: p. 238	U1: p. 199, U1: p. 237
TEKS 2.2.B.vii	identifying and reading high-frequency words from a research-based list	U1: p. 127, U1: p. 130, U1: p. 144, U1: p. 168, U1: p. 171, U1: p. 201, U1: p. 204, U1: p. 212, U1: p. 215, U1: p. 223, U1: p. 227, U1: p. 234, U1: p. 238, U1: p. 243, U1: p. 246, U1: p. 253, U1: p. 256	U1: p. 130
(C) demonstrate and apply spelling knowledge by:			
TEKS 2.2.C.i	spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	U1: p. 36, U1: p. 39, U1: p. 48, U1: p. 51, U1: p. 58, U1: p. 61, U1: p. 67, U1: p. 70, U1: p. 76, U1: p. 79, U1: p. 184, U1: p. 181, U1: p. 243, U1: p. 249	
TEKS 2.2.C.ii	spelling words with silent letters such as *knife* and *gnat*;	U1: p. 191, U1: p. 194	
TEKS 2.2.C.iii	spelling compound words, contractions, and common abbreviations;		
TEKS 2.2.C.iv	spelling multisyllabic words with multiple sound-spelling patterns;	U1: p. 89, U1: p. 136, U1: p. 184, U1: p. 94, U1: p. 127, U1: p. 181	
TEKS 2.2.C.v	spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word; and	U1: p. 191, U1: p. 199, U1: p. 234, U1: p. 237	U1: p. 199, U1: p. 237
TEKS 2.2.C.vi	spelling words with prefixes, including *un-, re-*, and *dis-*, and inflectional endings, including *-s, -es, -ed, -ing, -er,* and *-est*	U1: p. 155, U1: p. 159, U1: p. 223, U1: p. 227, U1: p. 234, U1: p. 238, U1: p. 240, U1: p. 258, U1: p. 239, U1: p. 253	U1: p. 227, U1: p. 238, U1: p. 239, U1: p. 240
TEKS 2.2.D	alphabetize a series of words and use a dictionary or glossary to find words;		
TEKS 2.2.E	develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters	U1: p. 24	U1: p. 24
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:			
TEKS 2.3.A	use print or digital resources to determine meaning and pronunciation of unknown words;		
TEKS 2.3.B	use context within and beyond a sentence to determine the meaning of unfamiliar words		
TEKS 2.3.C	identify the meaning of and use words with affixes *un-, re-, -ly, -er,* and *-est* (comparative and superlative), and -ion/tion/sion		
TEKS 2.3.D	identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context.		

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

Skills 1		Correlation—Teacher's Guide	Power Hits
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking–fluency. The student reads grade-level text with fluency and comprehension. The student is expected to use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.			
TEKS 2.4	The student reads grade-level text with fluency and comprehension. Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text	U1: p. 36, U1: p. 44, U1: p. 48, U1: p. 55, U1: p. 58, U1: p. 64, U1: p. 67, U1: p. 73, U1: p. 76, U1: p. 82, U1: p. 127, U1: p. 132, U1: p. 140, U1: p. 147, U1: p. 155, U1: p. 162, U1: p. 168, U1: p. 175, U1: p. 181, U1: p. 188, U1: p. 191, U1: p. 201, U1: p. 207, U1: p. 196, U1: p. 212, U1: p. 218, U1: p. 223, U1: p. 230, U1: p. 231, U1: p. 247, U1: p. 243	U1: p. 188, U1: p. 231
(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.			
TEKS 2.5	self-select text and read independently for a sustained period of time.		
(6) Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:			
TEKS 2.6.A	establish purpose for reading assigned and self-selected texts;	U1: p. 44, U1: p. 48, U1: p. 55, U1: p. 58, U1: p. 64, U1: p. 67, U1: p. 73, U1: p. 76, U1: p. 82	
TEKS 2.6.B	generate questions about text before, during, and after reading to deepen understanding and gain information	U1: p. 36, U1: p. 44, U1: p. 48	U1: p. 44
TEKS 2.6.C	make [and] correct or confirm predictions using text features, characteristics of genre, and structures	U1: p. 127, U1: p. 132, U1: p. 140, U1: p. 147, U1: p. 168, U1: p. 175, U1: p. 191, U1: p. 196, U1: p. 201, U1: p. 207, U1: p. 243, U1: p. 247	
TEKS 2.6.D	create mental images to deepen understanding		
TEKS 2.6.E	make connections to personal experiences, ideas in other texts, and society		
TEKS 2.6.F	make inferences and use evidence to support understanding		
TEKS 2.6.G	evaluate details read to determine key ideas	U1: p. 44, U1: p. 36, U1: p. 55, U1: p. 48, U1: p. 58, U1: p. 64, U1: p. 67, U1: p. 73, U1: p. 76, U1: p. 82, U1: p. 89, U1: p. 93, U1: p. 95, U1: p. 99, U1: p. 101, U1: p. 104, U1: p. 106, U1: p. 109, U1: p. 111, U1: p. 114, U1: p. 127, U1: p. 132, U1: p. 140, U1: p. 147, U1: p. 155, U1: p. 162, U1: p. 168, U1: p. 175, U1: p. 191, U1: p. 196, U1: p. 201, U1: p. 207, U1: p. 212, U1: p. 218, U1: p. 223, U1: p. 230, U1: p. 243, U1: p. 247, U1: p. 259	
TEKS 2.6.H	synthesize information to create new understanding		
TEKS 2.6.I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down	U1: p. 48, U1: p. 57, U1: p. 67, U1: p. 73, U1: p. 74, U1: p. 168, U1: p. 175, U1: p. 177	U1: p. 57, U1: p. 74, U1: p. 177
(7) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:			
TEKS 2.7.A	describe personal connections to a variety of sources		

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

Skills 1		Correlation—Teacher's Guide	Power Hits
TEKS 2.7.B	write brief comments on literary or informational texts that demonstrate an understanding of the text		
TEKS 2.7.C	use text evidence to support an appropriate response		
TEKS 2.7.D	retell and paraphrase texts in ways that maintain meaning and logical order	U1: p. 140, U1: p. 147, U1: p. 223, U1: p. 230	
TEKS 2.7.E	interact with sources in meaningful ways such as illustrating or writing	U1: p. 106, U1: p. 109, U1: p. 111, U1: p. 114	
TEKS 2.7.F	respond using newly acquired vocabulary as appropriate		
(8) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts–literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:			
TEKS 2.8.A	discuss topics and determine theme using text evidence with adult assistance		
TEKS 2.8.B	describe the main character's (characters') internal and external traits		
TEKS 2.8.C	describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently	U1: p. 76, U1: p. 223, U1: p. 230	
TEKS 2.8.D	describe the importance of the setting		
(9) Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts–genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:			
TEKS 2.9.A	demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairy tales		
TEKS 2.9.B	explain visual patterns and structures in a variety of poems		
TEKS 2.9.C	discuss elements of drama such as characters, dialogue, and setting		
(D) recognize characteristics and structures of informational text, including:			
TEKS 2.9.D.i	the central idea and supporting evidence with adult assistance		
TEKS 2.9.D.ii	features and graphics to locate and gain information		
TEKS 2.9.D.iii	organizational patterns such as chronological order and cause and effect stated explicitly		
(E) recognize characteristics of persuasive text, including:			
TEKS 2.9.E.i	the central idea and supporting evidence with adult assistance		
TEKS 2.9.E.ii	distinguishing facts from opinion		
TEKS 2.9.F	recognize characteristics of multimodal and digital texts		

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

Skills 1		Correlation—Teacher's Guide	Power Hits
(10) Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:			
TEKS 2.10.A	discuss the author's purpose for writing text		
TEKS 2.10.B	discuss how the use of text structure contributes to the author's purpose		
TEKS 2.10.C	discuss the author's use of print and graphic features to achieve specific purposes		
TEKS 2.10.D	discuss the use of descriptive, literal, and figurative language		
TEKS 2.10.E	identify the use of first or third person in a text		
TEKS 2.10.F	identify and explain the use of repetition		
(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts—writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:			
TEKS 2.11.A	plan a first draft by generating ideas for writing such as drawing and brainstorming		
(B) develop drafts into a focused, structured, and coherent piece of writing by:			
TEKS 2.11.B.i	organizing with structure; and		
TEKS 2.11.B.ii	developing an idea with specific and relevant details		
TEKS 2.11.C	revise drafts by adding, deleting, or rearranging words, phrases or sentences		
(D) edit drafts using standard English conventions, including:			
TEKS 2.11.D	edit drafts using standard English conventions	U1: p. 140, U1: p. 146	
TEKS 2.11.D.i	complete sentences with subject-verb agreement.		
TEKS 2.11.D.ii	past, present, and future verb tense		
TEKS 2.11.D.iii	singular, plural, common, and proper nouns		
TEKS 2.11.D.iv	adjectives, including articles		
TEKS 2.11.D.v	adverbs that convey time and adverbs that convey place;		
TEKS 2.11.D.vi	prepositions and prepositional phrases		
TEKS 2.11.D.vii	pronouns, including subjective, objective, and possessive cases		
TEKS 2.11.D.viii	coordinating conjunctions to form compound subjects and predicates		
TEKS 2.11.D.ix	capitalization of months, days of the week, and the salutation and conclusion of a letter;		
TEKS 2.11.D.x	end punctuation, apostrophes in contractions, and commas with items in a series and in dates;	U1: p. 140, U1: p. 146, U1: p. 201, U1: p. 206, U1: p. 212, U1: p. 217, U1: p. 253, U1: p. 258	
TEKS 2.11.D.xi	correct spelling of words with gradeappropriate orthographic patterns and rules and high-frequency words;		

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS - GRADE 2

Skills 1		Correlation—Teacher's Guide	Power Hits
TEKS 2.11.E	publish and share writing		
(12) Composition: listening, speaking, reading, writing, and thinking using multiple texts–genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:			
TEKS 2.12.A	compose literary texts, including personal narratives and poetry	U1: p. 95, U1: p. 100, U1: p. 111, U1: p. 115	
TEKS 2.12.B	compose informational texts, including procedural texts and reports; and	U1: p. 95, U1: p. 100	
TEKS 2.12.C	compose correspondence such as thank you notes or letters		
(13) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:			
TEKS 2.13.A	generate questions for formal and informal inquiry with adult assistance		
TEKS 2.13.B	develop and follow a research plan with adult assistance		
TEKS 2.13.C	identify and gather relevant sources and information to answer the questions		
TEKS 2.13.D	identify primary and secondary sources		
TEKS 2.13.E	demonstrate understanding of information gathered		
TEKS 2.13.F	cite sources appropriately		
TEKS 2.13.G	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.		

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ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

Skills 1		Correlation—Teacher's Guide	Power Hits
(1) Cross-curricular second language acquisition/learning strategies. The ELL uses language learning strategies to develop an awareness of his or her own learning processes in all content areas. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:			
ELPS 1.A	use prior knowledge and experiences to understand meanings in English		
ELPS 1.B	monitor oral and written language production and employ self-corrective techniques or other resources	U1: p. 41, U1: p. 39, U1: p. 51, U1: p. 53, U1: p. 61, U1: p. 70, U1: p. 71, U1: p. 239, U1: p. 240	U1: p. 39
ELPS 1.C	use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary		
ELPS 1.D	speak using learning strategies such as requesting assistance, employing nonverbal cues, and using synonyms and circumlocution (conveying ideas by defining or describing when exact English words are not known)		
ELPS 1.F	use accessible language and learn new and essential language in the process	U1: p. 163	
(2) Cross-curricular second language acquisition/listening. The ELL listens to a variety of speakers including teachers, peers, and electronic media to gain an increasing level of comprehension of newly acquired language in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in listening. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:			
ELPS 2.C	learn new language structures, expressions, and basic and academic vocabulary heard during classroom instruction and interactions	U1: p. 229	
ELPS 2.D	monitor understanding of spoken language during classroom instruction and interactions and seek clarification as needed		
ELPS 2.E	use visual, contextual, and linguistic support to enhance and confirm understanding of increasingly complex and elaborated spoken language		
ELPS 2.I	demonstrate listening comprehension of increasingly complex spoken English by following directions, retelling or summarizing spoken messages, responding to questions and requests, collaborating with peers, and taking note		

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ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

Skills 1		Correlation—Teacher's Guide	Power Hits
(3) Cross-curricular second language acquisition/speaking. The ELL speaks in a variety of modes for a variety of purposes with an awareness of different language registers (formal/informal) using vocabulary with increasing fluency and accuracy in language arts and all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in speaking. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. The student is expected to:			
ELPS 3.B	expand and internalize initial English vocabulary by learning and using highfrequency English words necessary for identifying and describing people, places, and objects, by retelling simple stories and basic information represented or supported by pictures, and by learning and using routine language needed for classroom communication	U1: p. 220	
ELPS 3.C	speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired	U1: p. 256	
ELPS 3.D	speak using grade-level content area vocabulary in context to internalize new English words and build academic language proficiency		
ELPS 3.E	share information in cooperative learning interactions		
ELPS 3.F	ask and give information ranging from using a very limited bank of high-frequency, high-need, concrete vocabulary, including key words and expressions needed for basic communication in academic and social contexts, to using abstract and contentbased vocabulary during extended speaking assignments		
ELPS 3.G	express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and gradeappropriate academic topics		
ELPS 3.H	narrate, describe, and explain with increasing specificity and detail as more English is acquired		
(4) Cross-curricular second language acquisition/reading. The ELL reads a variety of texts for a variety of purposes with an increasing level of comprehension in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in reading. In order for the ELL to meet grade-level learning expectations across the foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations apply to text read aloud for students not yet at the stage of decoding written text. The student is expected to:			
ELPS 4.C	develop basic sight vocabulary, derive meaning of environmental print, and comprehend English vocabulary and language structures used routinely in written classroom materials	U1: p. 46, U1: p. 80, U1: p. 131, U1: p. 145, U1: p. 172, U1: p. 173, U1: p. 187, U1: p. 199, U1: p. 227	

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ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

Skills 1		Correlation—Teacher's Guide	Power Hits
ELPS 4.D	use prereading supports such as graphic organizers, illustrations, and pretaught topicrelated vocabulary and other prereading activities to enhance comprehension of written text		
ELPS 4.E	read linguistically accommodated content area material with a decreasing need for linguistic accommodations as more English is learned		
ELPS 4.F	use visual and contextual support and support from peers and teachers to read grade-appropriate content area text, enhance and confirm understanding, and develop vocabulary, grasp of language structures, and background knowledge needed to comprehend increasingly challenging language	U1: p. 209, U1: p. 217	
ELPS 4.G	demonstrate comprehension of increasingly complex English by participating in shared reading, retelling or summarizing material, responding to questions, and taking notes commensurate with content area and grade level needs	U1: p. 57, U1: p. 65, U1: p. 74, U1: p. 83, U1: p. 135, U1: p. 150, U1: p. 178, U1: p. 188, U1: p. 198, U1: p. 231	
(5) Cross-curricular second language acquisition/writing. The ELL writes in a variety of forms with increasing accuracy to effectively address a specific purpose and audience in all content areas. ELLs may be at the beginning, intermediate, advanced, or advanced high stage of English language acquisition in writing. In order for the ELL to meet grade-level learning expectations across foundation and enrichment curriculum, all instruction delivered in English must be linguistically accommodated (communicated, sequenced, and scaffolded) commensurate with the student's level of English language proficiency. For kindergarten and grade 1, certain of these student expectations do not apply until the student has reached the stage of generating original written text using a standard writing system. The student is expected to:			
ELPS 5.A	learn relationships between sounds and letters of the English language to represent sounds when writing in English	U1: p. 131	U1: p. 131
ELPS 5.B	write using newly acquired basic vocabulary and content-based grade-level vocabulary	U1: p. 136, U1: p. 246	
ELPS 5.C	spell familiar English words with increasing accuracy, and employ English spelling patterns and rules with increasing accuracy as more English is acquired	U1: p. 199	U1: p. 199
ELPS 5.D	edit writing for standard grammar and usage, including subject-verb agreement, pronoun agreement, and appropriate verb tenses commensurate with grade-level expectations as more English is acquired		
ELPS 5.E	employ increasingly complex grammatical structures in content area writing commensurate with grade level expectations such as (i) using correct verbs, tenses, and pronouns/antecedents; (ii) using possessive case (apostrophe -s) correctly; and, (iii) using negatives and contractions correctly		

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ENGLISH LANGUAGE PROFICIENCY STANDARDS - GRADE 2

Skills 1		Correlation—Teacher's Guide	Power Hits
ELPS 5.F	write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired		
ELPS 5.G	narrate, describe, and explain with increasing specificity and detail to fulfill content area writing needs as more English is acquired		

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