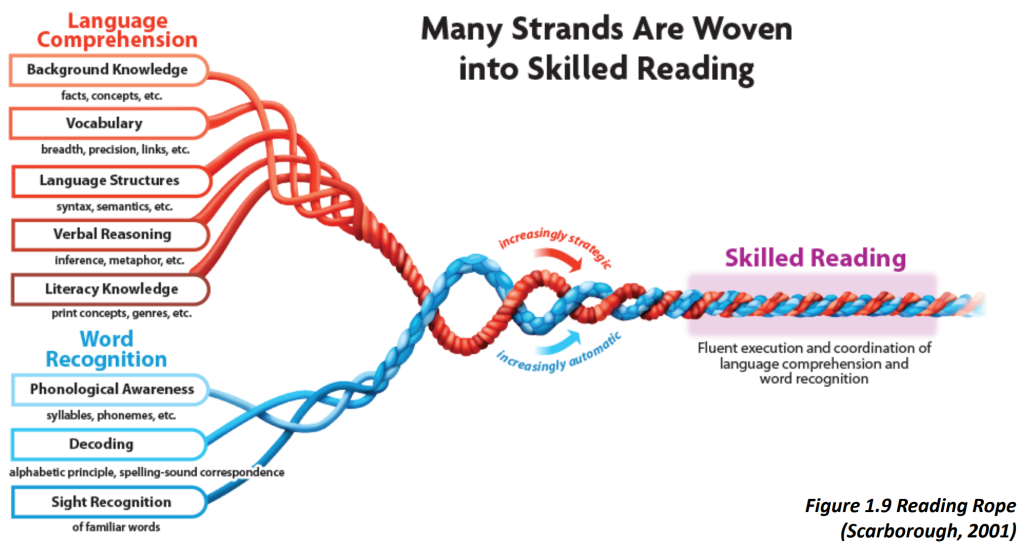
**Language Arts 2 A Structured Literacy Teacher Implementation Guide**

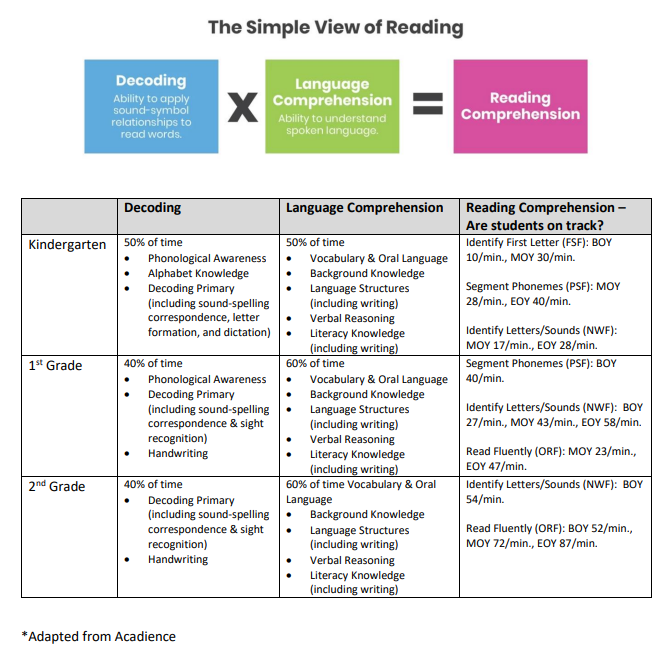
**Document Overview:** This implementation guide has been outlined based on the [K-5 Structured Literacy Companion](https://www.connexus.com/library/launch.aspx?id=99368) resource. It includes high-level information about Structured Literacy as well as detailed student learning information and Learning Coach and/or teacher instruction for each unit in Language Arts 1 A.

**Structured Literacy Components:**

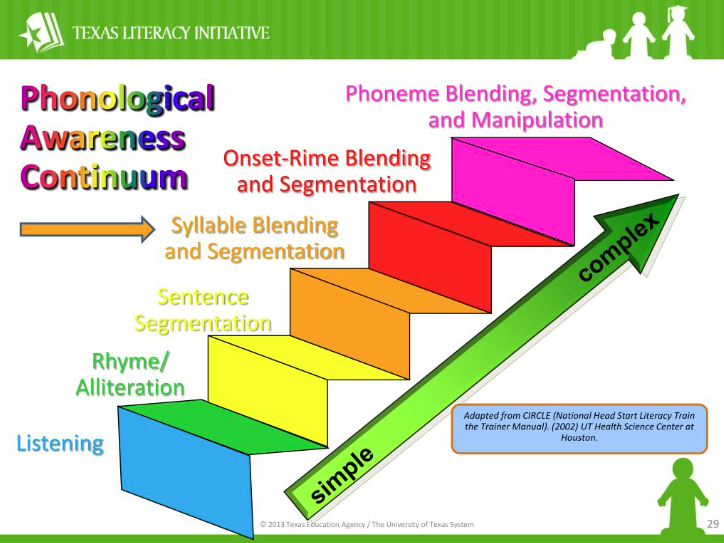
[](https://www.connectionsacademy.com/teacher-companion-site/ela-companion-site/ela-companion-site-sor/)

*\*Click on the image above for additional Science of Reading & Structured Literacy information on the Teacher Companion Site.*

**Literacy Framework:**



**Phonological Awareness Continuum:**

[](https://www.understood.org/en/articles/building-phonological-awareness-in-your-child?_sp=f4954afa-56e3-411d-8a98-f761c2b64260.1658075744853)

*\*Click on the image above for additional information and activities for Phonological Awareness from Understood®*

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**Unit – I See It Differently**

In this unit, your student will be learning about how people can make the best of a situation when there are many different ways to look at it.

* Word Recognition Learning Goals for this unit:
  + Blend words with short-*a* sound-spelling patterns.
  + Blend words with short-*i* sound-spelling patterns.
  + Blend words with short-*e* sound-spelling patterns.
  + Blend words with short-*o* sound-spelling patterns.
  + Sort, recognize, and blend words with short-*u* sound-spelling patterns
* Language Comprehension Learning Goals for this unit:
  + Identify whether a read-aloud text tells a story or gives information.
  + Define nouns and precise nouns.
  + Read grade-level text with purpose.
  + Use key details to answer *who, what,* and *where* questions in a literary text.
  + Identify nouns in writing.
  + Identify the top, middle, and bottom handwriting lines.
  + Use key details to answer *why* and *how* questions in a literary text.
  + Use precise nouns when writing.
  + Trace vertical, horizontal, and curved lines.
  + With support, read a book of choice.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 1: I See It Differently | |
| Lesson 1 | **author** – a person who writes  **facts** – things that are true  **informational** text – a text that tells about real people, places, or things  **noun** – a word that names a person, an animal, a place, or a thing  **preview** – look before reading  **purpose** – a reason why you do something  **story** – a text that tells about something that may not be real |
| Lesson 2 | **bottom** – the lowest part  **details** – important pieces of information  **middle** – between two things  **noun** – a word that names a person, an animal, a place, or a thing  **top** – the highest part |
| Lesson 3 | **curved** – having a shape that is not straight  **details** – important pieces of information  **noun** – a word that names a person, an animal, a place, or a thing |
| Lesson 4 | **details** – important pieces of information |
| Lesson 5 | **details** – important pieces of information |

Synchronous Instruction:

* Decoding Pattern: short vowels: a, e, i, o, u
* Spelling Words: map, desk, swim, box, jump, glad, net drop
* High-frequency words: does, what
* Decoding routines from Pearson Curriculum – Can also be used for LiveLessons

(**There is only one decoding routine file for this unit.** It can be found in the Learning Coach Guide in I See It Differently – Lesson 1 Page 11.)

* Decoding routine to use for this unit: [ELA 2A Unit 1 Day 1 and 2 Short vowels](https://docs.google.com/presentation/d/1KUphDdbyEczxHJu_phyj9K2Fu5p-bkh6/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
  + Day 1: Slides 1-20
    - Phonological awareness, blending, decoding pattern, letter-sound correspondence, spelling words
  + Day 2: Slides 12-25
    - Letter-sound correspondence, spelling words, high-frequency words, decodable texts
  + Day 3: Slides 26-48
    - Decoding pattern, phonological awareness, letter-sound correspondence, spelling words, syllabication, high-frequency words, decodable texts
  + Day 4: Slides 34-50
    - Spelling words, syllabication, high frequency words, decodable texts, sentence dictation
  + Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
    - Decodable texts from this unit:
      * [Sam’s Big Day](https://www.connexus.com/library/launch.aspx?id=102856)
      * [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103279)
      * [Blast Decodables](https://drive.google.com/file/d/1GtpAK7qjf39_33SrdzPg302trQ3d7TDP/view?usp=share_link) (pages 10-13)
    - Read aloud (teacher selected from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fSecond+Grade%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds) section)
      * [Indianapolis Public Library Free Read Alouds](https://blog.indypl.org/early-learning/free-video-read-alouds/)
    - Additional Decoding Resources
      * [Virtual Library](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fSecond+Grade%2fDecodables%2f&category=Decodables) – none of the decodable texts listed under ‘Resources’ have been presented in a routine to students.

**Unit – Knowing What’s Important**

In this unit, your student will be learning about staying focused on what is most important to help solve a problem.

* Word Recognition Learning Goals for this unit:
  + Spell words with long *a*, long *e*, and long *i*.
  + Read words with long *a*, long *e*, and long *i*.
  + Blend words with long *a*, long *e*, and long *i*.
  + Build words with long *a*, long *e*, and long *i*.
* Language Comprehension Learning Goals for this unit:
  + Identify whether a read-aloud text tells a story or gives information.
  + Define collective nouns.
  + Read grade-level text with understanding.
  + Recount stories to self-monitor comprehension.
  + Identify collective nouns in writing.
  + Write uppercase *L* and lowercase *l*.
  + Identify the central message of a story.
  + Use collective nouns when writing and speaking.
  + Write uppercase *T* and lowercase *t*.
  + Identify the lesson of a story.
  + With support, read a book of choice
  + Identify the moral of a story.
  + Blend and build words with long *a*, long *e*, and long *i*.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 2: Knowing What’s Important | |
| Lesson 1 | **author** – a person who writes  **collective noun** – a noun that names a group of two or more people, animals, places, or things  **events** – things that happen in a story  **informational text** – a text that tells about real people, places, or things  **noun** – a word that names a person, an animal, a place, or a thing  **story** – a text that tells about something that happens that may not be real |
| Lesson 2 | **collective noun** – a noun that names a group of two or more people, animals, places, or things  **details** – important pieces of information  **problem** – something that needs to be fixed or worked out  **retell** – to tell again |
| Lesson 3 | **central message** – the idea or lesson the author wants a reader to learn  **collective noun** – a noun that names a group of two or more people, animals, places, or things  **conclusion** – something decided after thinking  **details** – important pieces of information |
| Lesson 4 | **central message** – the idea or lesson the author wants a reader to learn  **details** – important pieces of information |
| Lesson 5 | **central message** – the idea or lesson the author wants a reader to learn  **moral** – the life lesson found in some kinds of stories |

Synchronous Instruction:

* Decoding Pattern: Long Vowels: a, a\_e; e, e\_e; I, i\_e
* Spelling Words: lake, time, he, place, nine, these, April, child
* High-frequency Words: be, come
* Decoding routines from Pearson Curriculum – Can also be used for LiveLessons

(**There is only one decoding routine file for this unit.** It can be found in the Learning Coach Guide Knowing What’s Important – Lesson 1 Page 4.)

* Decoding routine to use for this unit: [ELA 2A Unit 2 Day 1 and 2 Long Vowels. a, a-e; e, e-e; i, i-e](https://docs.google.com/presentation/d/1B6eF2UoXu4RxctsegbsP7g3VqzcMjoWB/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
  + Day 1: Slides 1-16
    - Phonological awareness, blending, decoding pattern, letter-sound correspondence, spelling words
  + Day 2: Slides 9-21
    - Letter-sound correspondence, spelling words, high-frequency words, decodable texts
  + Day 3: Slides 22-42
    - Decoding pattern, phonological awareness, letter-sound correspondence, spelling words, syllabication, high-frequency words, decodable texts
  + Day 4: Slides 27-44
    - Decoding pattern, syllabication, high frequency words, decodable texts, sentence dictation
  + Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
    - Decodable texts from this unit:
      * [Pete’s Bike Ride](https://www.connexus.com/library/launch.aspx?id=102853)
      * [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103280)
      * [A Cake for Tess](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/59-_Decodable_UFLIFoundations.pdf) (not in decoding routine)
    - Read aloud (teacher selected from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fSecond+Grade%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds) section)
      * [Indianapolis Public Library Free Read Alouds](https://blog.indypl.org/early-learning/free-video-read-alouds/)
    - Additional Decoding Resources
      * [Virtual Library](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fSecond+Grade%2fDecodables%2f&category=Decodables) – none of the decodable texts listed under ‘Resources’ have been presented in a routine to students.

**Unit – Be Your True Self**

In this unit, your student will be learning about the importance of staying true to yourself.

* Word Recognition Learning Goals for this unit:
  + Spell words with long *o* and long *u*.
  + Read words with long *o* and long *u*.
  + Blend words with long *o* and long *u*.
  + Build words with long *o* and long *u*.
* Language Comprehension Learning Goals for this unit:
  + Identify whether a read aloud text tells a story or gives information.
  + Define plural nouns.
  + Identify story elements such as characters, settings, events, and challenges.
  + Identify frequently occurring regular plural nouns.
  + Write uppercase *I* and lowercase *i*.
  + Determine how different characters in a story respond to major events.
  + Form frequently occurring regular plural nouns in writing.
  + Write uppercase *F* and lowercase *f*.
  + Identify how characters in a story respond to challenges.
  + With support, read a book of choice.
  + Summarize the main idea of the text using relevant and significant details.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 3: Be Your True Self | |
| Lesson 1 | **accuracy** – the quality of doing something without making mistakes  **author** – a person who writes  **facts** – things that are true  **fluently** – easily and smoothly  **informational text** – a text that tells about real people, places, or things  **plural** – describing more than one of something  **singular** – describing one of something  **story** – a text that tells about something that happens that may not be real |
| Lesson 2 | **challenge** – a problem or something that needs to be fixed or worked out  **characters** – people or animals in a story  **events** – things that happen in a story  **plural** – describing more than one of something  **problem** – something that needs to be fixed or worked out  **setting** – where a story takes place  **solve** – to fix or find an answer for a problem |
| Lesson 3 | **characters** – people or animals in a story  **events** – things that happen in a story  **plural** – describing more than one of something  **singular** – describing one of something |
| Lesson 4 | **challenges** – problems or things that need to be fixed or worked out  **characters** – people or animals in a story  **goals** – things you must work hard to do or be  **plural** – describing more than one of something  **singular** – describing one of something |
| Lesson 5 | **details** – important pieces of information  **main character** – the most important person or animal in a story  **main idea** – the most important idea that tells what a story is about  **summarize** – to tell the main ideas of an informational text or a story |

Synchronous Instruction:

* Decoding Pattern: Long Vowels: o, o\_e; u, u\_e
* Spelling Words: go, mule, rode, menu, taco, dune, flu, joke
* High-frequency Words: they
* Decoding routines from Pearson Curriculum – Can also be used for LiveLessons

(**There is only one decoding routine file for this unit.** It can be found in the Learning Coach Guide in Be Your True Self – Lesson 1 Page 4.)

* Decoding routine to use for this unit: [ELA 2A Unit 3 Day 1 and 2 Long Vowels. o, o-e; u, u-e](https://docs.google.com/presentation/d/1yoS3HbdTOC6F1gxfnaekSmhJ3VRXq35E/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
  + Day 1: Slides 1-15
    - Phonological awareness, blending, decoding pattern, letter-sound correspondence, spelling words
  + Day 2: Slides 8-20
    - Letter-sound correspondence, spelling words, high-frequency words, decodable texts
  + Day 3: Slides 21-40
    - Decoding pattern, phonological awareness, letter-sound correspondence, spelling words, syllabication, high-frequency words, decodable texts
  + Day 4: Slides 34-50
    - Decoding pattern, syllabication, high frequency words, decodable texts, sentence dictation
  + Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
    - Decodable texts from this unit:
      * [The Duke's Adventure](https://www.connexus.com/library/launch.aspx?id=102859)
      * [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103281)
      * [June's Flute](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/58_Decodable_UFLIFoundations.pdf) (not in decoding routine)
    - Read aloud (teacher selected from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fSecond+Grade%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds) section)
      * [Indianapolis Public Library Free Read Alouds](https://blog.indypl.org/early-learning/free-video-read-alouds/)
    - Additional Decoding Resources
      * [Virtual Library](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fSecond+Grade%2fDecodables%2f&category=Decodables) – none of the decodable texts listed under ‘Resources’ have been presented in a routine to students.

**Unit – Big Idea**

In this unit, your student will be learning that every now and then, someone comes up with an idea that many people don’t believe in, yet in the end, it turns out to be a life changing concept for many.

* Word Recognition Learning Goals for this unit:
  + Spell words with long and short vowels.
  + Read words with long and short vowels.
  + Blend words with long and short vowels.
  + Build words with long and short vowels.
* Language Comprehension Learning Goals for this unit:
  + Identify whether a read-aloud text tells a story or gives information.
  + Identify irregular plural nouns in writing.
  + Read grade-level text orally at an appropriate rate on successive readings.
  + Use illustrations to identify aspects of characters in a print or digital text.
  + Form frequently occurring irregular plural nouns.
  + Identify end marks.
  + Use illustrations to identify aspects of a story's setting in a print or digital text.
  + Use frequently occurring irregular plural nouns when writing and speaking.
  + Practice writing end marks.
  + Use illustrations to identify aspects of a story's plot in a print or digital text.
  + With support, read a book of choice
  + Vocabulary

|  |  |
| --- | --- |
| Unit 4: Big Idea | |
| Lesson 1 | **author** – a person who writes  **facts** – things that are true  **fluent** – smooth  **informational texts** – a text that tells about real people, places, or things  **plural** – describing more than one of something  **rate** – speed  **singular** – describing one of something  **stories** – a text that tells about something that happens that may not be real |
| Lesson 2 | **characters** – people or animals in a story  **describe** – use details to tell who or what something is like  **details** – important pieces of information  **plural** – describing more than one of something  **singular** – describing one of something |
| Lesson 3 | **describe** – use details to tell who or what something is like  **details** – important pieces of information  **flexible** – able and willing to change  **plural** – describing more than one of something  **setting** – where and when a story takes place  **singular** – describing one of something  **subject** – the part of a sentence that names who or what |
| Lesson 4 | **details** – important pieces of information  **events** – things that happen in a story  **plot** – all the events in a story |

Synchronous Instruction:

* Decoding Pattern: Long and Short Vowel Review
* Spelling Words: bug, close, top, trade, went, mile, hid, cute
* High-frequency Words: too
* Decoding routines from Pearson Curriculum – Can also be used for LiveLessons

(**There is only one decoding routine file for this unit.** It can be found in the Learning Coach Guide in Big Idea – Lesson 1 Page 4.)

* Decoding routine to use for this unit: [ELA 2A Unit 1 Day 1 and 2 Long and Short vowel review](https://docs.google.com/presentation/d/1Xkx4VzDGwLRnGfQBhBxJX2lzp05dNYuj/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
  + Day 1: Slides 1-17
    - Phonological awareness, blending, decoding pattern, letter-sound correspondence, spelling words
  + Day 2: Slides 9-22
    - Letter-sound correspondence, spelling words, high-frequency words, decodable texts
  + Day 3: Slides 23-42
    - Decoding pattern, phonological awareness, letter-sound correspondence, spelling words, syllabication, high-frequency words, decodable texts
  + Day 4: Slides 28-44
    - Decoding pattern, syllabication, high frequency words, decodable texts, sentence dictation
  + Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
    - Decodable texts from this unit:
      * [A Cute Dog’s Adventure](https://www.connexus.com/library/launch.aspx?id=102845)
      * [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103283)
      * [The Drive Home](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/56_Decodable_UFLIFoundations.pdf) (not in decoding routine)
    - Read aloud (teacher selected from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fSecond+Grade%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds) section)
      * [Indianapolis Public Library Free Read Alouds](https://blog.indypl.org/early-learning/free-video-read-alouds/)
    - Additional Decoding Resources
      * [Virtual Library](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fSecond+Grade%2fDecodables%2f&category=Decodables) – none of the decodable texts listed under ‘Resources’ have been presented in a routine to students.

**Unit – Fun in Every Season**

In this unit, your student will be learning about exciting things that happen during every season of the year.

* Word Recognition Learning Goals for this unit:
  + Spell words with soft *c* and soft *g*.
  + Read words with soft *c* and soft *g*.
  + Blend words with soft *c* and soft *g*.
  + Build words with soft *c* and soft *g*.
* Language Comprehension Learning Goals for this unit:
  + Identify whether a read-aloud text tells a story or gives information.
  + Identify pronouns in writing.
  + Identify the purpose of "how to" books.
  + Use key details to answer who, what, and where questions about an informational text.
  + Write uppercase and lowercase *T*.
  + Brainstorm topics for "how to" books, consulting examples as needed.
  + Use key details to answer why and how questions about an informational text.
  + Define reflexive pronouns.
  + Identify the topic of a "how to" book.
  + Use key details to answer *who*, *what*, and *where* questions about an informational text.
  + Write uppercase and lowercase *F*.
  + Select the topic for a "how to" book.
  + Use key details to answer *why* and *how* questions in an informational text.
  + Vocabulary

|  |  |
| --- | --- |
| Unit 5: Fun in Every Season | |
| Lesson 1 | **author** – a person who writes  **how-to text** – a text that explains how to make or do something  **information text** – a text that tells about real people, places, or things  **plural** – describing more than one of something  **pronoun** – a word that takes the place of a noun  **purpose** – why a writer writes a text  **singular** – describing one of something  **story** – a text that tells about something that may not be real  **subject** – the part of a sentence that names who or what  **topic** – what a text is about |
| Lesson 2 | **details** – important pieces of information  **how-to text** – a text that explains how to make or do something  **information text** – text that gives true facts about a topic  **topic** – what a text is about |
| Lesson 3 | **details** – important pieces of information  **how-to text** – a text that explains how to make or do something  **predict** – use clues to guess what will happen next  **pronouns** – words that take the place of nouns  **reflexive pronoun** – a pronoun that tells that the subject of a sentence does an action  **subject** – the part of a sentence that names who or what  **topic** – what a text is about |
| Lesson 4 | **details** – important pieces of information  **how-to text** – a text that tells how to do something  **topic** – what a text is about |
| Lesson 5 | **details** – important pieces of information  **materials list** – the items needed to make or do what a how-to text tells about  **topic sentence** – a sentence that tells what a text is about |

Synchronous Instruction:

* Decoding Pattern: Consonants: soft c, g; Trigraph: -dge
* Spelling Words: ice, gem, city, badge, dance, giant, judge, race
* High-frequency Words: move, two
* Decoding routines from Pearson Curriculum – Can also be used for LiveLessons

(**There is only one decoding routine file for this unit.** It can be found in the Learning Coach Guide in Fun in Every Season– Lesson 1 Page 4.)

* Decoding routine to use for this unit: [ELA 2A Unit 5 Day 1 and 2 Soft c, g and Trigraph dge](https://docs.google.com/presentation/d/1RRDDNLPGvlaaHYTdBfCBWV1Llc93EtDy/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
  + Day 1: Slides 1-16
    - Phonological awareness, blending, decoding pattern, letter-sound correspondence, spelling words
  + Day 2: Slides 9-22
    - Letter-sound correspondence, spelling words, high-frequency words, decodable texts
  + Day 3: Slides 23-42
    - Decoding pattern, phonological awareness, letter-sound correspondence, spelling words, syllabication, high-frequency words, decodable texts
  + Day 4: Slides 34-50
    - Decoding pattern, syllabication, high frequency words, decodable texts, sentence dictation
  + Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
    - Decodable texts from this unit:
      * [The Race Judge's Badge](https://www.connexus.com/library/launch.aspx?id=102860)
      * [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103282)
      * [Pete's Pet Snake](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/61_Decodable_UFLIFoundations.pdf) (not in decoding routine)
      * [The Mice Can Race](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/60-_Decodable_UFLIFoundations.pdf) (not in decoding routine)
      * [Blast Decodables](https://drive.google.com/file/d/1GtpAK7qjf39_33SrdzPg302trQ3d7TDP/view?usp=share_link) (pages 16 & 18)
    - Read aloud (teacher selected from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fSecond+Grade%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds) section)
      * [Indianapolis Public Library Free Read Alouds](https://blog.indypl.org/early-learning/free-video-read-alouds/)
    - Additional Decoding Resources
      * [Virtual Library](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fSecond+Grade%2fDecodables%2f&category=Decodables) – none of the decodable texts listed under ‘Resources’ have been presented in a routine to students.

**Unit – Friends of the Earth**

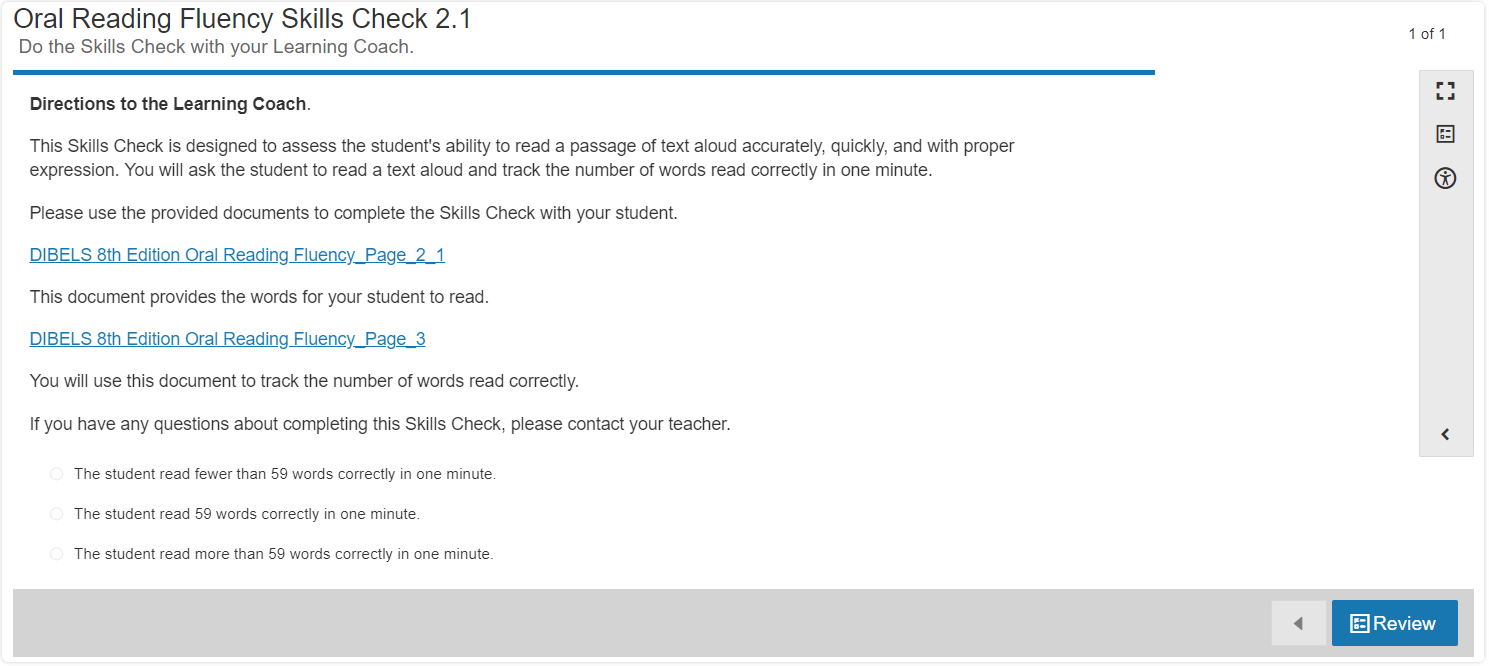
In this unit, your student will be learning about the different ways people take care of the plants and animals on Earth.

* Word Recognition Learning Goals for this unit:
  + Spell words with digraphs (e.g., *ch*, *tch*, *sh*, *ph*).
  + Read words with digraphs (e.g., *ch*, *tch*, *sh*, *ph*).
  + Blend words with digraphs (e.g., *ch*, *tch*, *sh*, *ph*).
  + Build words with digraphs (e.g., *ch*, *tch*, *sh*, *ph*).
* Language Comprehension Learning Goals for this unit:
  + Identify whether a read-aloud text tells a story or gives information.
  + Identify reflexive pronouns in writing.
  + Identify the sequence of instructions in a “how to” book.
  + Identify how captions are used in informational texts.
  + Practice writing circles and part circles.
  + Create a sequence chain of instructions to plan a “how to” book.
  + Locate key facts or information from captions in an informational text.
  + Use reflexive pronouns when writing and speaking.
  + Write sentences for the sequence of instructions in a “how to” draft.
  + Identify why certain words in an informational text are in bold print.
  + Practice writing circle strokes in letters.
  + Compose an appropriate closing sentence for a “how to” book.
  + Locate key facts or information from bold print words in an informational text.
  + Review all parts of a “how to” book (e.g., topic sentence, sequence of instructions, and closure) as needed.
  + Vocabulary

|  |  |
| --- | --- |
| Unit 6: Friends of the Earth | |
| Lesson 1 | **author** – a person who writes  **consonant digraph** – two consonants that together make one sound  **facts** – things that are true  **informational texts** – texts that tell about real people, places, or things  **reflexive pronoun** – a pronoun that tells that the subject of a sentence does an action  **sequence** – the order in which the steps in a how-to text are done  **stories** – texts that tell about something that happens that may not be real  **subject** – the part of a sentence that names who or what |
| Lesson 2 | **caption** – words or sentences that describe a photo  **cons** – bad or negative things about something  **details** – important pieces of information  **facts** – things that are true  **problems** – things that need to be fixed or worked out  **pros** – good or positive things about something  **sequence** – the order in which the steps in a how-to text are done  **solutions** – ways to fix or find an answer for a problem  **topic** – who or what an information text is about |
| Lesson 3 | **caption** – words or sentences that describe a photo  **facts** – things that are true  **opinion** – something you believe or how you feel about something  **persuade** – to get others to think or do something  **reflexive pronoun** – a pronoun that tells that the subject of a sentence does an action  **sequence** – the order in which the steps in a how-to text are done  **subject** – the part of a sentence that names who or what  **topic** – who or what an information text is about |
| Lesson 4 | **adapt** – to change  **bold print** – thick, dark letters  **closing sentence** – the last sentence in a how-to text  **key words** – important words in an information text  **topic** – who or what an information text is about |
| Lesson 5 | **bold print** – thick, dark letters  **closing sentence** – the last sentence in a how-to text  **facts** – things that are true  **key words** – important words in an informational text  **scan** – to look quickly at something |

**Oral Reading Fluency Check in Lesson 5**

* Learning Coaches are asked to facilitate the assessment with their student.
* Learning Coaches are provided this [DIBELS](https://cite-media.pearson.com/legacy_paths/d2f153d0-2497-46f6-8f4f-714ca8bdc23f/DIBELS%208th%20Edition%20Oral%20Reading%20Fluency_Page_2_1.pdf) document within the Skills Check Assessment.
* Students need [THIS DOCUMENT](https://cite-media.pearson.com/legacy_paths/f40ae162-63f0-4dd5-a904-789097409058/DIBELS%208th%20Edition%20Oral%20Reading%20Fluency_Page_2_1_Grandma%20and%20Grandpa.pdf) in order to complete the assessment.
* For additional details about how to administer the Oral Reading Fluency (ORF) assessment in order to support Learning Coaches, please see pages 76-78 of the [DIBELS 8 Administration and Scoring Guide](https://dibels.uoregon.edu/sites/default/files/2024-01/dibels8_admin_scoring_guide.pdf).
* Here is a screenshot of the assessment:



Synchronous Instruction:

* Decoding Pattern: Digraphs: th, wh, sh, ph, ch; trigraph: -tch
* Spelling Words: when, think, inch, chose, wish, phone, shade, catch
* High-frequency Words: again
* Decoding routines from Pearson Curriculum – Can also be used for LiveLessons

(**There is only one decoding routine file for this unit.** It can be found in the Learning Coach Guide in Friends of the Earth – Lesson 1 Page 4.)

* Decoding routine to use for this unit: [ELA 2A Unit 6 Day 1 and 2 Digraphs ch.tch.sh.ph, th.wh. and Trigraph tch](https://docs.google.com/presentation/d/1LhMOBayedN1hooHQ-uHH9WAJgpCUvD6B/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
  + Day 1: Slides 1-21
    - Phonological awareness, blending, decoding pattern, letter-sound correspondence, spelling words
  + Day 2: Slides 13-26
    - Letter-sound correspondence, spelling words, high-frequency words, decodable texts
  + Day 3: Slides 26-48
    - Decoding pattern, phonological awareness, letter-sound correspondence, spelling words, syllabication, high-frequency words, decodable texts
  + Day 4: Slides 36-52
    - Spelling words, syllabication, high frequency words, decodable texts, sentence dictation
  + Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
    - Decodable texts from this unit:
      * [Cho's Wish](https://www.connexus.com/library/launch.aspx?id=102848)
      * [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103284)
      * [Catching Fish](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/69_Decodable_UFLIFoundations.pdf) (not in decoding routine)
      * [The Lodge](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/70_Decodable_UFLIFoundations.pdf) (not in decoding routine)
      * [Blast Decodables](https://drive.google.com/file/d/1GtpAK7qjf39_33SrdzPg302trQ3d7TDP/view?usp=share_link) (pages 14-15)
    - Read aloud (teacher selected from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fSecond+Grade%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds) section)
      * [Indianapolis Public Library Free Read Alouds](https://blog.indypl.org/early-learning/free-video-read-alouds/)
    - Additional Decoding Resources
      * [Virtual Library](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fSecond+Grade%2fDecodables%2f&category=Decodables) – none of the decodable texts listed under ‘Resources’ have been presented in a routine to students.

**Unit – How Do They Do That?**

In this unit, your student will be learning about animal adaptations.

* Word Recognition Learning Goals for this unit:
  + Spell words with one-syllable complex consonant blends.
  + Read words with one-syllable complex consonant blends.
  + Blend words with one-syllable complex consonant blends.
  + Build words with one-syllable complex consonant blends.
* Language Comprehension Learning Goals for this unit:
  + Identify whether a read-aloud text tells a story or gives information.
  + Identify examples of regular and irregular past tense verbs in writing.
  + Read grade-level text orally with expression on successive readings.
  + Identify how subheadings are used in informational texts.
  + Write uppercase *O*.
  + Identify regular and irregular present tense verbs in writing.
  + Locate key facts or information from subheadings in an informational text.
  + Identify regular and irregular future tense verbs in writing.
  + Write lowercase *o*.
  + Explain the purpose of a glossary in an informational text.
  + With support, read a book of choice.
  + Locate key facts or information from the glossary in an informational text.
  + Vocabulary

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| Unit 7: How Do They Do That? | |
| Lesson 1 | **expression** – a way of speaking that shows feelings or ideas  **facts** – things that are true  **informational texts** – texts about real people, places, or things  **irregular** – describing something that does not follow a rule  **past tense** – tells that an action happened in the past  **regular** – describing something that follows a rule  **stories** – texts about something that may not be real  **tense** – when an action happens  **topic** – who or what an informational text is about  **verb** – a word that names an action |
| Lesson 2 | **facts** – things that are true  **headings** – the titles of chapters or sections  **past tense** – tells that an action happened in the past  **plural** – describing more than one of something  **present** – the time that is happening right now  **present tense** – tells that an action happens now or always happens  **section** – a part of a text  **singular** – describing one of something  **subheading** – a title that tells what a part of an informational text will be about  **subject** – the part of a sentence that names who or what  **table of contents** – a list of the sections of a book with page numbers  **topic** – who or what an informational text is about |
| Lesson 3 | **facts** – things that are true  **future** – a time that will happen later  **future-tense** – tells that an action has not happened yet  **section** – a part of a text  **subheading** – a title that tells what a part of an informational text will be about  **topic** – who or what an informational text is about  **verb** – a word that names an action |
| Lesson 4 | **bold print** – thick, dark letters  **glossary** – a list of key words and their meanings  **key words** – important words in an informational text  **vocabulary words** – new words about a topic that are important to know |
| Lesson 5 | **action verb** – a word that names an action  **bold print** – thick, dark letters  **glossary** – a list of key words and their meanings  **irregular verb** – a verb in which the past tense form does not end in -ed  **key words** – important words in an informational text  **past-tense verb** – a verb that tells that an action happened in the past  **tense** – when an action happens |

Synchronous Instruction:

* Decoding Pattern: Consonants: 3 letter blends scr, spl, spr, str, thr, shr, squ
* Spelling Words: stripe, scrap, squeak, straw, shrink, split, thrill, spray
* High-frequency Words: could, one
* Decoding routines from Pearson Curriculum – Can also be used for LiveLessons

(**There is only one decoding routine file for this unit.** It can be found in the Learning Coach Guide in How Do They Do That? – Lesson 1 Page 4.)

* Decoding routine to use for this unit: [ELA 2A Unit 7 Day 1 and 2 Blends and FLSZ spelling rule](https://docs.google.com/presentation/d/15utIal80wvfb9L-34zfgFihvm3ImdWsV/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
  + Day 1: Slides 1-15
    - Phonological awareness, blending, decoding pattern, letter-sound correspondence, spelling words
  + Day 2: Slides 8-22
    - Letter-sound correspondence, spelling words, high-frequency words, decodable texts
  + Day 3: Slides 23-43
    - Decoding pattern, phonological awareness, letter-sound correspondence, spelling words, syllabication, high-frequency words, decodable texts
  + Day 4: Slides 27-45
    - Spelling words, syllabication, high frequency words, decodable texts, sentence dictation
  + Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
    - Decodable texts from this unit:
      * [The Bird's Adventure On The Hill](https://www.connexus.com/library/launch.aspx?id=102858)
      * [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=102858)
      * [Buzz Sells Milk](https://ufli.education.ufl.edu/wp-content/uploads/2022/07/42_Decodable_UFLIFoundations.pdf) (not in decoding routine)
    - Read aloud (teacher selected from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fSecond+Grade%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds) section)
      * [Indianapolis Public Library Free Read Alouds](https://blog.indypl.org/early-learning/free-video-read-alouds/)
    - Additional Decoding Resources
      * [Virtual Library](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fSecond+Grade%2fDecodables%2f&category=Decodables) – none of the decodable texts listed under ‘Resources’ have been presented in a routine to students.

**Unit – Look Closer**

In this unit, your student will be learning about the many ways they can perceive things in nature.

* Word Recognition Learning Goals for this unit:
  + Spell words with two-syllable consonant blends.
  + Read words with two-syllable consonant blends.
  + Blend two-syllable words with consonant blends.
  + Build two-syllable words with consonant blends.
* Language Comprehension Learning Goals for this unit:
  + Identify whether a read-aloud text tells a story or gives information.
  + Identify synonyms to determine shades of meaning among closely related verbs.
  + Revise informative writing.
  + Explain the purpose of an index in an informational text.
  + Write uppercase *C*.
  + Edit informative writing.
  + Locate key facts or information in the index of an informational text.
  + Identify antonyms to determine shades of meaning among closely related verbs.
  + Publish informative writing, with guidance and support from adults as needed.
  + Identify how electronic menus and icons are used.
  + Present informative writing.
  + Write lowercase *c*.
  + Vocabulary

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| Unit 8: Look Closer | |
| Lesson 1 | **author** – a person who writes  **facts** – things that are true  **informational text** – a text that tells about real people, places, or things  **revise** – reread what you write and make changes  **story** – a text that tells about something that happens that may not be real  **synonyms** – words with almost the same meanings |
| Lesson 2 | **edit** – reread what you write and fix mistakes  **index** – a list of topics and page numbers at the end of a book  **topic** – who or what an informational text is about |
| Lesson 3 | **antonyms** – words with opposite meanings  **index** – a list of topics and page numbers at the end of a book  **publish** – make a final copy and share with others  **topic** – who or what an information text is about |
| Lesson 4 | **icons** – pictures on a screen that stand for different things  **menu** – a list of choices  **present** – tell about a topic or text as people listen  **publish** – make a final copy and share with others  **website** – a collection of online pages about a topic |

Synchronous Instruction:

* Decoding Pattern: 2 syllable words with blends
* Spelling Words: secret, traffic, silent, homework, clever, bracelet, weekend, hundred
* High-frequency Words: who, of
* Decoding routines from Pearson Curriculum – Can also be used for LiveLessons

(**There is only one decoding routine file for this unit.** It can be found in the Learning Coach Guide in Look Closer– Lesson 1 Page 4.)

* Decoding routine to use for this unit: [ELA 2A Unit 8 Day 1 and 2 Blends and all.oll.ull](https://docs.google.com/presentation/d/13IEp7LKXYoQkbIuWYTmARgF-aRscL9H-/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
  + Day 1: Slides 1-18
    - Phonological awareness, blending, decoding pattern, letter-sound correspondence
  + Day 2: Slides 12-25
    - Letter-sound correspondence, high-frequency words, decodable texts
  + Day 3: Slides 26-51
    - Decoding pattern, phonological awareness, letter-sound correspondence, syllabication, high-frequency words, decodable texts
  + Day 4: Slides 34-53
    - Decoding pattern, syllabication, high frequency words, decodable texts, sentence dictation
  + Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
    - Decodable texts from this unit:
      * [Abdull's Great Weekend](https://www.connexus.com/library/launch.aspx?id=102846)
      * [Let's Golf](https://ufli.education.ufl.edu/wp-content/uploads/2022/07/43_Decodable_UFLIFoundations.pdf) (not in decoding routine)
    - Read aloud (teacher selected from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fSecond+Grade%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds) section)
      * [Indianapolis Public Library Free Read Alouds](https://blog.indypl.org/early-learning/free-video-read-alouds/)
    - Additional Decoding Resources
      * [Virtual Library](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fSecond+Grade%2fDecodables%2f&category=Decodables) – none of the decodable texts listed under ‘Resources’ have been presented in a routine to students.

**Unit – Trying New Things**

In this unit, your student will be learning about some different ways to adventure.

* Word Recognition Learning Goals for this unit:
  + Spell words with long *a* and long *i* vowel teams.
  + Read words with long *a* and long *i* vowel teams.
  + Blend words with long *a* and long *i* vowel teams.
  + Build words with long *a* and long *i* vowel teams.
* Language Comprehension Learning Goals for this unit:
  + Identify whether a read-aloud text tells a story or gives information.
  + Identify real-life connections between words and their use.
  + Use context to confirm word recognition, rereading as necessary.
  + Identify the elements of a story's structure, such as the setting, characters, plot, problem, and solution.
  + Identify abbreviations in grade-level content.
  + Write uppercase *D* and lowercase *d*.
  + Identify the overall structure of a story.
  + Identify abbreviations used in everyday life.
  + Write uppercase *E* and lowercase *e*.
  + Identify the purpose of the beginning and the ending of a story.
  + With support, read a book of choice.
  + Identify major events and challenges in the middle of a story.
  + Vocabulary

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| Unit 9: Trying New Things | |
| Lesson 1 | **author** – a person who writes  **facts** – things that are true  **informational texts** – texts that tell about real people, places, or things  **stories** – texts that tell about something that happens that may not be real  **vowel team** – two or more letters that come together to create one vowel sound |
| Lesson 2 | **abbreviation** – a short form of a word  **brainstorm** – to come up with ideas  **characters** – people or animals in a story  **events** – things that happen in a story  **plot** – all the events in a story  **problem** – something that needs to be fixed or worked out  **setting** – where and when a story takes place  **solution** – the way to fix or find an answer to a problem  **structure** – the way a story is told |
| Lesson 3 | **abbreviation** – a short form of a word  **beginning** – the first part of a story  **ending** – the last part of a story  **events** – things that happen in a story  **experience** – something you have done or that has happened to you  **middle** – the part of a story that tells what happens  **problem** – something that needs to be fixed or worked out  **proper nouns** – nouns that name special people, animals, places, or things  **solution** – the way to fix or find an answer to a problem  **structure** – the way a story is told |
| Lesson 4 | **beginning** – the first part of a story  **ending** – the last part of a story  **middle** – the part of a story that tells what happens  **problem** – something that needs to be fixed or worked out  **purpose** – why something is done  **solution** – the way to fix or find an answer to a problem  **structure** – the way a story is told |
| Lesson 5 | **challenges** – difficult problems  **major events** – important things that happen in a story  **middle** – the part of a story that tells what happens  **problem** – something that needs to be fixed or worked out  **reflect** – to think deeply about something  **solution** – the way to fix or find an answer to a problem |

Synchronous Instruction:

* Decoding Pattern: Vowels: long a, ai, ay, ei, eigh, ea, ey; long i, igh, y, ie
* Spelling Words: train, may, eight, great, they, tied, night, cry
* High-frequency Words: want
* Decoding routines from Pearson Curriculum – Can also be used for LiveLessons

(**There is only one decoding routine file for this unit.** It can be found in the Learning Coach Guide in Trying New Things – Lesson 1 Page 4.)

* Decoding routine to use for this unit: [ELA 2A Unit 9 Day 1 and 2 Long a and i vowel teams](https://docs.google.com/presentation/d/1gupswp81_xA9sZAW2qtgs6eeH9HOtLWi/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
  + Day 1: Slides 1-15
    - Phonological awareness, blending, decoding pattern, letter-sound correspondence, spelling words
  + Day 2: Slides 9-24
    - Letter-sound correspondence, spelling words, syllabication, high-frequency words, decodable texts
  + Day 3: Slides 25-43
    - Decoding pattern, phonological awareness, letter-sound correspondence, spelling words, syllabication, high-frequency words, decodable texts
  + Day 4: Slides 35-43
    - Decoding pattern, syllabication, high frequency words, decodable texts
  + Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
    - Decodable texts from this unit:
      * [Ava's Key](https://www.connexus.com/library/launch.aspx?id=102847)
      * [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103287)
      * [The Right Job](https://www.connexus.com/library/launch.aspx?id=103287) (not in decoding routine)
      * [Staying Home](https://www.phonicbooks.com/content/uploads/USA-Staying-home-mini-book-small.pdf) (not in decoding routine)
    - Read aloud (teacher selected from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fSecond+Grade%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds) section)
      * [Indianapolis Public Library Free Read Alouds](https://blog.indypl.org/early-learning/free-video-read-alouds/)
    - Additional Decoding Resources
      * [Virtual Library](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fSecond+Grade%2fDecodables%2f&category=Decodables) – none of the decodable texts listed under ‘Resources’ have been presented in a routine to students.

**Unit – Many Ways to Have Fun**

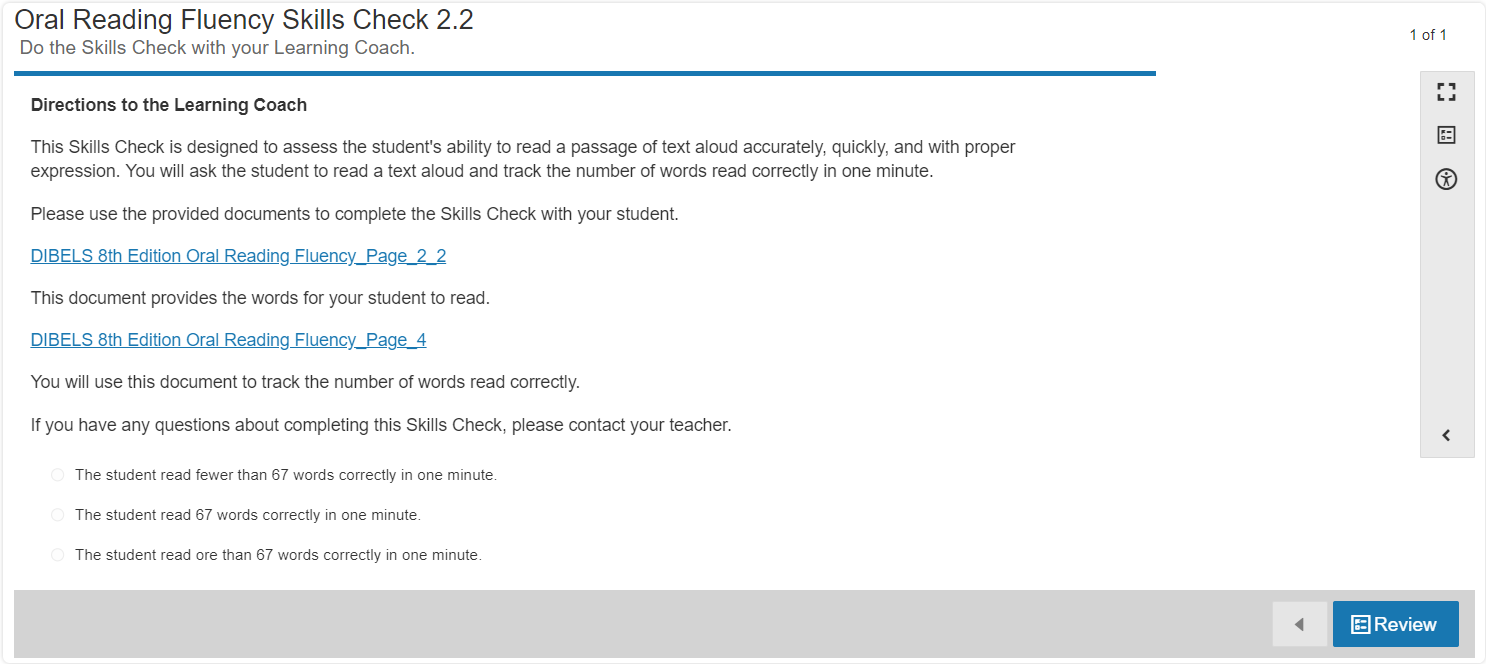
In this unit, your student will be learning about some different ways to have fun.

* Word Recognition Learning Goals for this unit:
  + Spell words with long *e* vowel teams.
  + Read words with long *e* vowel teams
  + Blend words with long *e* vowel teams.
  + Build words with long *e* vowel teams.
* Language Comprehension Learning Goals for this unit:
  + Identify whether a read-aloud text tells a story or gives information.
  + Use words and phrases acquired through conversations.
  + Use context to self-correct word recognition, rereading as necessary.
  + Identify the points of view of characters in a story.
  + Use words and phrases acquired through reading and being read to.
  + Write uppercase and lowercase O and C.
  + Identify differences in the point of view of characters.
  + Use words and phrases acquired through responding to texts.
  + Write uppercase and lowercase D and E.
  + Speak in a different voice for each character when reading dialogue aloud.
  + With support, read a book of choice.
  + Identify differences in points of view between the narrator and characters.
  + Vocabulary

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| Unit 10: Many Ways to Have Fun | |
| Lesson 1 | **author** – a person who writes  **context** – words around an unknown word that help to explain the new word  **facts** – things that are true  **informational texts** – texts that tell about real people, places, or things  **stories** – texts that tell about something that happens that may not be real  **topic** – who or what an informational text is about  **vowel team** – two or more letters that come together to create one vowel sound |
| Lesson 2 | **characters** – the people or animals in a story  **narrator** – the voice that tells a story  **point of view** – what a person sees or thinks |
| Lesson 3 | **character** – a person or animal in a story  **dictionary** – a source that lists words in alphabetical order and gives their meanings and spellings  **events** – things that happen in a story  **point of view** – what a person sees or thinks  **thesaurus** – a source that lists words with similar meanings |
| Lesson 4 | **characters** – the people or animals in a story  **dialogue** – the words characters say in a story or play  **narrator** – the voice that tells a story  **point of view** – what a person sees or thinks  **rate** – the speed at which one reads |
| Lesson 5 | **characters** – the people or animals in a story  **narrator** – the voice that tells a story  **point of view** – what a person sees or thinks |

**Oral Reading Fluency Check in Lesson 5**

* Learning Coaches are asked to facilitate the assessment with their student.
* Learning Coaches are provided this [DIBELS](https://cite-media.pearson.com/legacy_paths/e3918666-5a2b-40d8-b21d-4f9d53d1d770/DIBELS%208th%20Edition%20Oral%20Reading%20Fluency_Page_2_2.pdf) document within the Skills Check Assessment.
* Students need [THIS DOCUMENT](https://cite-media.pearson.com/legacy_paths/e3dbefbf-3402-4ed2-96f5-a9c262107374/DIBELS%208th%20Edition%20Oral%20Reading%20Fluency_Page_3.pdf) in order to complete the assessment.
* For additional details about how to administer the Oral Reading Fluency (ORF) assessment in order to support Learning Coaches, please see pages 76-78 of the [DIBELS 8 Administration and Scoring Guide](https://dibels.uoregon.edu/sites/default/files/2024-01/dibels8_admin_scoring_guide.pdf).
* Here is a screenshot of the assessment:



Synchronous Instruction:

* Decoding Pattern: Vowels: long e, ee, ea, ey, ei, ie, y
* Spelling Words: sweet, field, hockey, each, need, lady, either, clean
* High-frequency Words: many
* Decoding routines from Pearson Curriculum – Can also be used for LiveLessons

(**There is only one decoding routine file for this unit.** It can be found in the Learning Coach Guide in Many Ways to Have Fun – Lesson 1 Page 4.)

* Decoding routine to use for this unit: [ELA 2A Unit 10 Day 1 and 2 Long e vowel teams](https://docs.google.com/presentation/d/1nfXWNFZlf75s3dOauduetOFMdZt-FA72/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
  + Day 1: Slides 1-17
    - Phonological awareness, blending, decoding pattern, letter-sound correspondence, spelling words
  + Day 2: Slides 9-22
    - Letter-sound correspondence, spelling words, syllabication, high-frequency words, decodable texts
  + Day 3: Slides 23-43
    - Decoding pattern, phonological awareness, letter-sound correspondence, syllabication, high-frequency words, decodable texts
  + Day 4: Slides 28-45
    - Decoding pattern, syllabication, high frequency words, decodable texts, sentence dictation
  + Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
    - Decodable texts from this unit:
      * [Coach Ede](https://www.connexus.com/library/launch.aspx?id=102849)
      * [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103288)
      * [Deep in the Green Forest](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/85_Decodable_UFLIFoundations.pdf) (not in decoding routine)
      * [Blast Decodables](https://drive.google.com/file/d/1GtpAK7qjf39_33SrdzPg302trQ3d7TDP/view?usp=share_link) (pages 22-24) (not in decoding routine)
      * [A Sweet Treat](https://www.phonicbooks.com/content/uploads/USA-a-sweet-treat-mini-book-v2-Aug21-compressed.pdf) (not in decoding routine)
    - Read aloud (teacher selected from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fSecond+Grade%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds) section)
      * [Indianapolis Public Library Free Read Alouds](https://blog.indypl.org/early-learning/free-video-read-alouds/)
    - Additional Decoding Resources
      * [Virtual Library](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fSecond+Grade%2fDecodables%2f&category=Decodables) – none of the decodable texts listed under ‘Resources’ have been presented in a routine to students.

**Unit – The Things We Learn**

In this unit, your student will be learning about the things we learn during everyday adventures.

* Word Recognition Learning Goals for this unit:
  + Spell words with long *o* vowel teams.
  + Read words with long *o* vowel teams.
  + Blend words with long *o* vowel teams.
  + Build words with long *o* vowel teams.
* Language Comprehension Learning Goals for this unit:
  + Identify whether a read aloud text tells a story or gives information.
  + Identify adjectives in writing.
  + Use context to confirm understanding, rereading as necessary
  + Use information gained from the words to identify aspects of a story’s characters
  + Select descriptive adjectives when writing.
  + Trace slanted lines.
  + Use information gained from the words to identify aspects of a story’s setting
  + Use adjectives when speaking.
  + Write uppercase and lowercase *A*.
  + Use information gained from the words to identify aspects of a story’s plot
  + With support, read a book of choice
  + Identify question words (who, what, where, when, why, how) and ask questions about a text.
  + Identify how repeated lines supply rhythm and meaning in a story.
  + Vocabulary

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| --- | --- |
| Unit 11: The Things We Learn | |
| Lesson 1 | **adjective** – a word that describes a noun  **author** – a person who writes  **context** – words around an unknown word that help to explain the new word  **informational text** – a text that tells about real people, places, or things  **story** – a text that tells about something that happens that may not be real  **vowel team** – two or more letters that come together to create one vowel sound |
| Lesson 2 | **adjective** – a word that describes a noun  **characters** – people or animals in a story  **describe** – use details to tell who or what something is like  **details** – important pieces of information  **slanted** – not straight up and down or across |
| Lesson 3 | **adjective** – a word that describes a noun  **describe** – use details to tell who or what something is like  **details** – important pieces of information  **setting** – where and when a story takes place |
| Lesson 4 | **describe** – use details to tell who or what something is like  **details** – important pieces of information  **events** – things that happen in a story  **plot** – the events at the beginning, middle, and end of a story |
| Lesson 5 | **repeated** – said or done over again  **rhythm** – a regular repeating of sounds |

Synchronous Instruction:

* Decoding Pattern: Vowels: long o, oa, oe, ow, ough
* Spelling Words: road, toe, blow, though, float, grow, coach, show
* High-frequency Words: some, today
* Decoding routines from Pearson Curriculum – Can also be used for LiveLessons

(**There is only one decoding routine file for this unit.** It can be found in the Learning Coach Guide in The Things We Learn – Lesson 1 Page 4.)

* Decoding routine to use for this unit: [ELA 2A Unit 11 Day 1 and 2 Long o vowel teams](https://docs.google.com/presentation/d/1kYqU0JV4xplce_C7Wy5NeXe2qbmsNX95/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
  + Day 1: Slides 1-17
    - Phonological awareness, blending, decoding pattern, letter-sound correspondence, spelling words
  + Day 2: Slides 9-24
    - Letter-sound correspondence, spelling words, high-frequency words, decodable texts
  + Day 3: Slides 25-46
    - Decoding pattern, phonological awareness, letter-sound correspondence, syllabication, high-frequency words, decodable texts
  + Day 4: Slides 30-48
    - high frequency words, decodable texts, sentence dictation, alphabet arc
  + Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
    - Decodable texts from this unit:
      * [Moe's Game](https://www.connexus.com/library/launch.aspx?id=102852)
      * [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103290)
      * [A Trip to the Coast](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/86_Decodable_UFLIFoundations.pdf) (not in decoding routine)
      * [Home Alone](https://www.phonicbooks.com/content/uploads/USA-Home-Alone-mini-book-V2.pdf) (not in decoding routine)
    - Read aloud (teacher selected from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fSecond+Grade%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds) section)
      * [Indianapolis Public Library Free Read Alouds](https://blog.indypl.org/early-learning/free-video-read-alouds/)
    - Additional Decoding Resources
      * [Virtual Library](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fSecond+Grade%2fDecodables%2f&category=Decodables) – none of the decodable texts listed under ‘Resources’ have been presented in a routine to students.

**Unit – Everyday Adventures**

In this unit, your student will be learning about the things we learn during everyday adventures.

* Word Recognition Learning Goals for this unit:
  + Spell words with long *u* vowel teams.
  + Read words with long *u* vowel teams.
  + Blend words with long *u* vowel teams.
  + Build words with long *u* vowel teams.
* Language Comprehension Learning Goals for this unit:
  + Identify whether a read aloud text tells a story or gives information.
  + Identify adverbs in writing.
  + Use context to self correct understanding, rereading as necessary.
  + Identify how alliteration supplies rhythm and meaning in a story.
  + Use adverbs when writing and speaking.
  + Write uppercase and lowercase *V*.
  + Identify how rhymes supply rhythm and meaning in a story.
  + Select correct adjectives and adverbs when writing and speaking.
  + Write uppercase and lowercase *Y*.
  + Identify how beats supply rhythm and meaning in a story.
  + With support, read a book of choice
  + With support, read a book of choice
  + Vocabulary

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| Unit 12: Everyday Adventures | |
| Lesson 1 | **adverb** – a word that tells about a verb  **context clues** – words around an unknown word that help to explain the new word  **informational text** – a text that tells about real people, places, or things  **story** – a text that tells about something that happens that may not be real  **vowel team** – two or more letters that come together to create one vowel sound |
| Lesson 2 | **adverb** – a word that tells about a verb  **alliteration** – the repeating of the same sound at the beginning of several words in a sentence  **repeat** – to happen again and again  **rhythm** – a strong pattern of beats made from words |
| Lesson 3 | **adjective** – a word that describes a noun  **adverb** – a word that tells about a verb  **repeat** – to happen again and again  **rhyme** – words that end with a similar sound  **rhythm** – a strong pattern of beats made from words |
| Lesson 4 | **beats** – pieces of a pattern that makes up a rhythm  **purpose** – why an author writes a book  **rhythm** – a strong pattern of beats made from words  **stress** – to give special attention to one word part over others  **syllable** – a word part with its own vowel sound |

Synchronous Instruction:

* Decoding Pattern: Vowels: long u, ue, ew (as in blue)
* Spelling Words: clue, flew, glue, news, true, few, blue, grew
* High-frequency Words: should
* Decoding routines from Pearson Curriculum – Can also be used for LiveLessons

(**There is only one decoding routine file for this unit.** It can be found in the Learning Coach Guide in Everyday Adventures – Lesson 1 Page 4.)

* Decoding routine to use for this unit: [ELA 2A Unit 12 Day 1 and 2 Long u vowel teams](https://docs.google.com/presentation/d/12_aokHerOHxHHBmoco-sQBA4xS6YykrB/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
  + Day 1: Slides 1-16
    - Phonological awareness, blending, decoding pattern, letter-sound correspondence, spelling words
  + Day 2: Slides 8-22
    - Letter-sound correspondence, spelling words, high-frequency words, decodable texts
  + Day 3: Slides 23-42
    - Decoding pattern, phonological awareness, letter-sound correspondence, some spelling words, syllabication, high-frequency words, decodable texts
  + Day 4: Slides 27-44
    - Letter-sound correspondence, some spelling words, syllabication, high frequency words, decodable texts, sentence dictation
  + Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
    - Decodable texts from this unit:
      * [Ruby's Clue](https://www.connexus.com/library/launch.aspx?id=102855)
      * [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103291)
      * [Cruise Ship Trip](https://ufli.education.ufl.edu/wp-content/uploads/2022/09/91_Decodable_UFLIFoundations.pdf) (not in decoding routine)
      * [Soup](https://www.phonicbooks.com/content/uploads/USA-moon-dogs-at-home-book-6-Soup-mini-book.pdf) (not in decoding routine)
    - Read aloud (teacher selected from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fSecond+Grade%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds) section)
      * [Indianapolis Public Library Free Read Alouds](https://blog.indypl.org/early-learning/free-video-read-alouds/)
    - Additional Decoding Resources
      * [Virtual Library](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fSecond+Grade%2fDecodables%2f&category=Decodables) – none of the decodable texts listed under ‘Resources’ have been presented in a routine to students.

**Unit – Taking a Stand**

In this unit, your student will be learning about the things we learn during every day adventures.

* Word Recognition Learning Goals for this unit:
  + Spell one-syllable words following vowel diphthong spelling patterns.
  + Read one-syllable words following vowel diphthong spelling patterns.
  + Blend one-syllable words following vowel diphthong spelling patterns.
  + Build one-syllable words following vowel diphthong spelling patterns.
* Language Comprehension Learning Goals for this unit:
  + Identify whether a read-aloud text tells a story or gives information.
  + Use complete simple sentences when writing and speaking.
  + Identify examples of opinion essays.
  + Identify the main purpose of an information text.
  + Write uppercase *W*.
  + Identify an opinion in an opinion essay.
  + Identify what the author of an information text wants to answer.
  + Expand complete simple sentences when writing and speaking,
  + Develop an opinion about the prompt.
  + Identify what the author of an information text wants to explain.
  + Write lowercase w.
  + Identify the topic sentence of an opinion essay.
  + Identify what the author of an information text wants to describe
  + Write a topic sentence where an opinion is stated.
  + Vocabulary

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| Unit 13: Taking a Stand | |
| Lesson 1 | **authors** – people who write  **fact** – something that can be proven true  **facts** – things that are true  **informational texts** – texts that tell about real people, places, or things  **opinion** – what someone thinks or feels about something  **opinion text** – a text that tells a writer’s feelings about something  **predicate** – the part of a sentence that tells what the subject does or is  **reasons** – statements that explain a writer’s opinion  **simple sentence** – a sentence that tells one complete thought  **stories** – texts that tell about something that happens that may not be real  **subject** – the part of a sentence that names who or what  **topic** – what a text is about  **vowel diphthong** – two vowels blended together to make one vowel sound |
| Lesson 2 | **authors** – people who write  **details** – important pieces of information  **effect** – the result of an action  **facts** – things that are true  **opinion** – what someone thinks or feels about something  **opinion text** – a text that tells a writer’s feelings about a topic  **purpose** – why an author writes a text  **topic** – who or what an informational text is about |
| Lesson 3 | **author** – a person who writes  **details** – important pieces of information  **facts** – things that are true  **opinion** – what someone thinks or feels about something  **opinion text** – a text that tells a writer’s feelings about a topic  **predicate** – the part of a sentence that tells what the subject does or is  **simple sentence** – a sentence that tells one complete thought  **solution** – a way to fix or find an answer to a problem  **subject** – the part of a sentence that names who or what  **topic** – what a text is about |
| Lesson 4 | **author** – a person who writes  **details** – important pieces of information  **topic sentence** – a sentence that tells the writer’s opinion and what it is about |
| Lesson 5 | **author** – a person who writes  **describe** – use details to tell who or what something is like  **details** – important pieces of information  **topic sentence** – a sentence that tells the writer’s opinion and what it is about |

Synchronous Instruction:

* Decoding Pattern: Diphthongs: oi, oy, ou, ow
* Spelling Words: boil, cow, mouse, toy, count, boy, coin, town
* High-frequency Words: any, from
* Decoding routines from Pearson Curriculum – Can also be used for LiveLessons

(**There is only one decoding routine file for this unit.** It can be found in the Learning Coach Guide in Taking a Stand – Lesson 1 Page 4.)

* Decoding routine to use for this unit: [ELA 2A Unit 13 Day 1 and 2 Diphthongs oi.oy.ou.ow](https://docs.google.com/presentation/d/19Mk03Xs8rmqyLwBpGhUnS4vY8GQBwr6q/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
  + Day 1: Slides 1-15
    - Phonological awareness, blending, segmenting, decoding pattern, letter-sound correspondence, some spelling words, syllabication
  + Day 2: Slides 8-23
    - Letter-sound correspondence, some spelling words, high-frequency words, decodable texts
  + Day 3: Slides 24-44
    - Decoding pattern, phonological awareness, letter-sound correspondence, some spelling words, syllabication, high-frequency words, decodable texts
  + Day 4: Slides 28-46
    - Decoding pattern, some spelling words, syllabication, high frequency words, decodable texts, sentence dictation
  + Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
    - Decodable texts from this unit:
      * [Roy's Cow](https://www.connexus.com/library/launch.aspx?id=102854)
      * [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103292)
      * [The Right Choice](https://ufli.education.ufl.edu/wp-content/uploads/2022/09/95_Decodable_UFLIFoundations.pdf) (not in decoding routine)
      * [Summer at the Farmhouse](https://ufli.education.ufl.edu/wp-content/uploads/2022/09/96_Decodable_UFLIFoundations.pdf) (not in decoding routine)
      * [Out and About](https://www.phonicbooks.com/content/uploads/USA-moon-dogs-book-5-out-and-about-mini-book.pdf) (not in decoding routine)
    - Read aloud (teacher selected from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fSecond+Grade%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds) section)
      * [Indianapolis Public Library Free Read Alouds](https://blog.indypl.org/early-learning/free-video-read-alouds/)
    - Additional Decoding Resources
      * [Virtual Library](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fSecond+Grade%2fDecodables%2f&category=Decodables) – none of the decodable texts listed under ‘Resources’ have been presented in a routine to students.

**Unit – See How You’ve Grown**

In this unit, your student will be learning about the things we learn during everyday adventures.

* Word Recognition Learning Goals for this unit:
  + Spell two-syllable words following vowel diphthong spelling patterns.
  + Read two-syllable words following vowel diphthong spelling patterns.
  + Blend two-syllable words following vowel diphthong spelling patterns.
  + Build two-syllable words following vowel diphthong spelling patterns.
* Language Comprehension Learning Goals for this unit:
  + Identify whether a read-aloud text tells a story or gives information.
  + Produce complete compound sentences when writing and speaking.
  + Identify supporting reasons and linking words in an opinion essay.
  + Determine the meaning of words and phrases in a grade-level appropriate information text.
  + Write uppercase *N.*
  + Compose sentences with reasons and linking words for the opinion when writing an opinion piece.
  + Identify how an author uses language to inform in an information text.
  + Expand complete compound sentences when writing and speaking.
  + Examine how a model opinion essay provides closure.
  + Identify how sequential order is used in an information text.
  + Provide some sense of closure when writing an opinion piece.
  + Locate information in an information text using sequential order.
  + Review all parts of an opinion essay (e.g., topic sentence, linking words, reasons, and closure) as needed.
  + Vocabulary

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| Unit 14: See How You’ve Grown | |
| Lesson 1 | **author** – a person who writes  **compound sentence** – a sentence that tells two complete thoughts  **facts** – things that are true  **informational texts** – texts that tell about real people, places, or things  **linking words** – words that help connect ideas  **reasons** – statements that explain an opinion  **simple sentence** – a sentence that tells one complete thought  **stories** – texts that tell about something that happens that may not be real  **vowel diphthong** – two vowels blended together to make one vowel sound |
| Lesson 2 | **linking words** – words that connect ideas  **reasons** – statements that explain an opinion  **synonyms** – words with the same or a similar meaning  **topic** – who or what an informational text is about |
| Lesson 3 | **author** – a person who writes  **bold print** – thick, dark letters  **closing sentence** – the last sentence in an opinion text  **compound sentence** – a sentence that tells two complete thoughts  **facts** – things that are true  **inform** – to share information  **key words** – important words in an informational text  **language** – words used to share ideas  **predicate** – the part of a sentence that tells what the subject does or is  **subject** – the part of a sentence that names who or what  **topic** – who or what an informational text is about |
| Lesson 4 | **closing sentence** – the last sentence in an opinion text  **goal** – something you must work hard to do or be  **organized** – having order  **sequence** – the order in which something happens from beginning to end  **sequence** – the order in which something happens from beginning to end  **signal words** – words used to show how a text is organized |
| Lesson 5 | **closing sentence** – the last sentence in an opinion text  **linking words** – words that help connect ideas  **reasons** – statements that explain an opinion  **reflect** – to think deeply about something  **sequence** – the order in which something happens from beginning to end  **signal words** – words used to show how a text is organized |

**Oral Reading Fluency Check in Lesson 5**

* Learning Coaches are asked to facilitate the assessment with their student.
* Learning Coaches are provided this [DIBELS](https://cite-media.pearson.com/legacy_paths/267665d0-fe78-4c8a-8dd8-6d28ca78dbad/DIBELS%208th%20Edition%20Oral%20Reading%20Fluency_Page_2_3.pdf) document within the Skills Check Assessment.
* Students need [THIS DOCUMENT](https://cite-media.pearson.com/legacy_paths/eb8bd7e8-59f9-4908-b2d7-4a941f58fde5/DIBELS%208th%20Edition%20Oral%20Reading%20Fluency_Page_4.pdf) in order to complete the assessment.
* For additional details about how to administer the Oral Reading Fluency (ORF) assessment in order to support Learning Coaches, please see pages 76-78 of the [DIBELS 8 Administration and Scoring Guide](https://dibels.uoregon.edu/sites/default/files/2024-01/dibels8_admin_scoring_guide.pdf).

Here is a screenshot of the assessment:



Synchronous Instruction:

* Decoding Pattern: 2 syllable words with diphthongs oi, oy, ou, ow
* Spelling Words: pointing, flower, towel, outside, power, enjoy, rejoin, outfit
* High-frequency Words: any, from
* Decoding routines from Pearson Curriculum – Can also be used for LiveLessons

(**There is only one decoding routine file for this unit.** It can be found in the Learning Coach Guide See How You’ve Grown – Lesson 1 Page 4.)

* Decoding routine to use for this unit: [ELA 2A Unit 14 Day 1 and 2 Diphthongs with 2 syllable words](https://docs.google.com/presentation/d/1r83FXZ0IBXnsifWXtcxwxaxoBh9KU6Ay/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
  + Day 1: Slides 1-16
    - Phonological awareness, blending, segmenting, **letter-sound correspondence visual drill (new routine)**, decoding pattern, some spelling words
  + Day 2: Slides 11-23
    - Letter-sound correspondence, some spelling words, high-frequency words, decodable texts
  + Day 3: Slides 24-43
    - Decoding pattern, phonological awareness, letter-sound correspondence, some spelling words, syllabication, high-frequency words, decodable texts
  + Day 4: Slides 28-45
    - Decoding pattern, some spelling words, syllabication, high frequency words, decodable texts, sentence dictation
  + Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
    - Decodable texts from this unit:
      * [Leroy's Flowers](https://www.connexus.com/library/launch.aspx?id=102851)
      * [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103293)
      * [A New Coin](https://ufli.education.ufl.edu/wp-content/uploads/2022/09/97_Decodable_UFLIFoundations.pdf) (not in decoding routine)
    - Read aloud (teacher selected from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fSecond+Grade%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds) section)
      * [Indianapolis Public Library Free Read Alouds](https://blog.indypl.org/early-learning/free-video-read-alouds/)
    - Additional Decoding Resources
      * [Virtual Library](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fSecond+Grade%2fDecodables%2f&category=Decodables) – none of the decodable texts listed under ‘Resources’ have been presented in a routine to students.

**Unit – Be the Change**

In this unit, your student will be learning about how we can work together with others for change.

* Word Recognition Learning Goals for this unit:
  + Spell two and three-syllable words.
  + Read two and three-syllable familiar compound words
  + Blend two and three-syllable familiar compound words.
  + Build two and three-syllable familiar compound words.
* Language Comprehension Learning Goals for this unit:
  + Identify whether a read-aloud text tells a story or gives information.
  + Define compound word.
  + Read grade-level text with purpose.
  + Identify specific points an author makes in an informational text.
  + Write capital *G*.
  + Identify compound words in writing.
  + Describe how reasons support specific points an author makes in an informational text.
  + Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
  + Write lowercase *g*.
  + Explain how cause and effect relationships are used in informational texts.
  + With support, read a book of choice.
  + Explain how compare and contrast structures are used in informational texts.
  + Vocabulary

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| Unit 15: Be the Change | |
| Lesson 1 | **compound word** – a word made from two smaller words  **events** – things that happen in a story  **informational text** – a text that tells about real people, places, or things  **preview** – look before reading  **purpose** – a reason why you do something  **story** – a text that tells about something that happens that may not be real |
| Lesson 2 | **compound word** – a word made from two smaller words  **facts** – things that are true  **point** – an argument or idea  **points** – arguments or ideas  **purpose** – why an author writes a text  **topic** – who or what an informational text is about |
| Lesson 3 | **compound word** – a word made from two smaller words  **facts** – things that are true  **point** – an argument or idea  **reasons** – causes or explanations for actions or events |
| Lesson 4 | **cause** – something that makes another thing happen  **effect** – the result or thing that happens  **reasons** – causes or explanations for actions or events |
| Lesson 5 | **compare** – to show how two or more things are alike  **contrast** – to show how two or more things are different |

Synchronous Instruction:

* Decoding Pattern: 2 and 3 syllable words
* Spelling Words: birdhouse, strawberry, grandmother, snowfall, baseball, sunflower, mailbox, butterfly
* Decoding routines from Pearson Curriculum – Can also be used for LiveLessons

(**There is only one decoding routine file for this unit.** It can be found in the Learning Coach Guide in Be the Change – Lesson 1 Page 4.)

* Decoding routine to use for this unit: [ELA 2A Unit 15 Day 1 and 2 multisyllable words and 3 sounds of -ed](https://docs.google.com/presentation/d/1FQ5WPAvN4keRvZO3iUkB4vJ-Vw6jiSjA/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
  + Day 1: Slides 1-7
    - Phonological awareness, blending, segmenting, decoding pattern, letter-sound correspondence visual drill, syllabication, decodable texts
  + Day 2: Slides 8-19
    - decoding pattern, letter-sound correspondence visual drill, syllabication, decodable texts
  + Day 3: Slides 8-19
    - decoding pattern, letter-sound correspondence visual drill, syllabication, decodable texts
  + Day 4: Slides 8-19
    - decoding pattern, letter-sound correspondence visual drill, syllabication, decodable texts
  + Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
    - Decodable texts from this unit:
      * [Edgar's Cake](https://www.connexus.com/library/launch.aspx?id=102850)
      * [Will the Whale](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/64_Decodable_UFLIFoundations.pdf) (not in decoding routine)
    - Read aloud (teacher selected from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fSecond+Grade%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds) section)
      * [Indianapolis Public Library Free Read Alouds](https://blog.indypl.org/early-learning/free-video-read-alouds/)
    - Additional Decoding Resources
      * [Virtual Library](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fSecond+Grade%2fDecodables%2f&category=Decodables) – none of the decodable texts listed under ‘Resources’ have been presented in a routine to students.

**Unit – Our World is Always Changing**

In this unit, your student will be learning about how our world is always changing.

* Word Recognition Learning Goals for this unit:
  + Spell words that are contractions.
  + Read words that are contractions.
  + Blend words that are contractions.
  + Build words that are contractions.
* Language Comprehension Learning Goals for this unit:
  + Identify whether a read-aloud text tells a story or gives information.
  + Identify how apostrophes are used in writing.
  + Strengthen opinion writing by revising, with guidance and support from adults as needed.
  + Identify how specific images in an informational text contribute to the text.
  + Write capital *P*.
  + Strengthen opinion writing by editing, with guidance and support from adults as needed.
  + Identify how specific images in an informational text help to clarify the text.
  + Use an apostrophe to form contractions when writing
  + Publish an opinion text using digital tools, with guidance and support from adults as needed.
  + Describe the connection between a series of scientific ideas or concepts in an informational text.
  + Publish an opinion text.
  + Write lowercase *p*.
  + Vocabulary

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| --- | --- |
| Unit 16: Our World is Always Changing | |
| Lesson 1 | **apostrophe** – a punctuation mark that shows belonging or takes the place of missing letters  **author** – a person who writes  **contraction** – a word made by putting together two words in which one or more letters are removed. An apostrophe is used to show where the letter or letters were removed.  **facts** – things that are true  **informational text** – a text that tells about real people, places, or things  **possessive noun** – a noun that shows that a person, an animal, or a thing owns or has something  **revise** – reread what you write and make changes  **story** – a text that tells about something that happens that may not be real |
| Lesson 2 | **details** – important pieces of information  **edit** – reread what you write and fix mistakes  **illustration** – a picture in a book  **illustrations** – the pictures in a book  **photos** – pictures taken with a camera |
| Lesson 3 | **apostrophe** – a punctuation mark that shows belonging or takes the place of missing letters  **contraction** – a short way to write two words  **details** – important pieces of information  **illustrations** – the pictures in a book  **photos** – pictures taken with a camera  **publish** – make a final copy and share with others |
| Lesson 4 | **details** – important pieces of information  **publish** – make a final copy and share with others  **topic** – who or what an informational text is about |

Synchronous Instruction:

* Decoding Pattern: Contractions - not, is, are, will, have
* Spelling Words: didn't, we've, I'll, you're, she'll, wouldn't, what's, there's
* Decoding routines from Pearson Curriculum – Can also be used for LiveLessons

(**There is only one decoding routine file for this unit.** It can be found in the Learning Coach Guide in I See It Differently – Lesson 1 Page 4.)

* Decoding routine to use for this unit: [ELA 2A Unit 16 Day 1 and 2 Contractions and suffix -es](https://docs.google.com/presentation/d/1avdMcs8s6yaaHwj3S0exv9y5rtMuEuIX/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
  + Day 1: Slides 1-7
    - Phonological awareness, blending, segmenting, decoding pattern, letter-sound correspondence visual drill
  + Day 2: Slides 8-21
    - Decoding pattern, Letter-sound correspondence, syllabication, decodable texts
  + Day 3: Slides 22-32
    - Decoding pattern, phonological awareness, decodable texts
  + Day 4: Slides 22-32
    - Decoding pattern, phonological awareness, decodable texts
  + Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
    - Decodable texts from this unit:
      * [Sam's Dogs](https://www.connexus.com/library/launch.aspx?id=102857)
      * [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103294)
      * [Trip to the Baseball Park](https://ufli.education.ufl.edu/wp-content/uploads/2022/09/99_Decodable_UFLIFoundations.pdf) (not in decoding routine)
    - Read aloud (teacher selected from [Read Aloud](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fSecond+Grade%2fAdditional+Resources%2fVocabulary%2c+Comprehension%2c+and+Writing%2fRead+Alouds%2f&category=Read+Alouds) section)
      * [Indianapolis Public Library Free Read Alouds](https://blog.indypl.org/early-learning/free-video-read-alouds/)
    - Additional Decoding Resources
      * [Virtual Library](https://www.connexus.com/library/default.aspx?lineage=%2fHome%2fInstructional+Partners%2fCompanion+Site+Resources%2fEnglish%2fSecond+Grade%2fDecodables%2f&category=Decodables) – none of the decodable texts listed under ‘Resources’ have been presented in a routine to students.

**Resources:**

[**Teacher Companion Site**](https://www.connectionsacademy.com/teacher-companion-site/ela-companion-site/) **– ELA Resources**