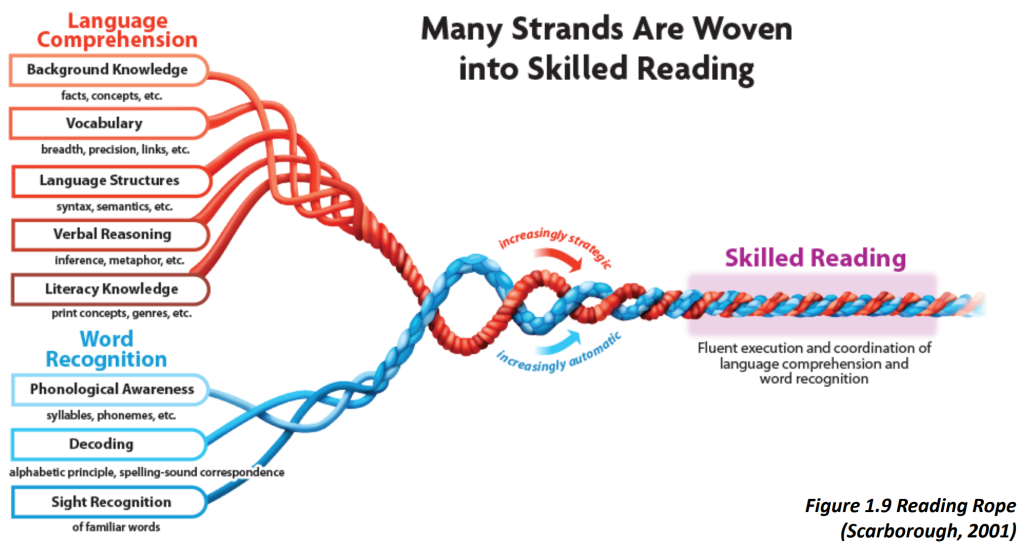
**Language Arts 2 B Structured Literacy Teacher Implementation Guide**

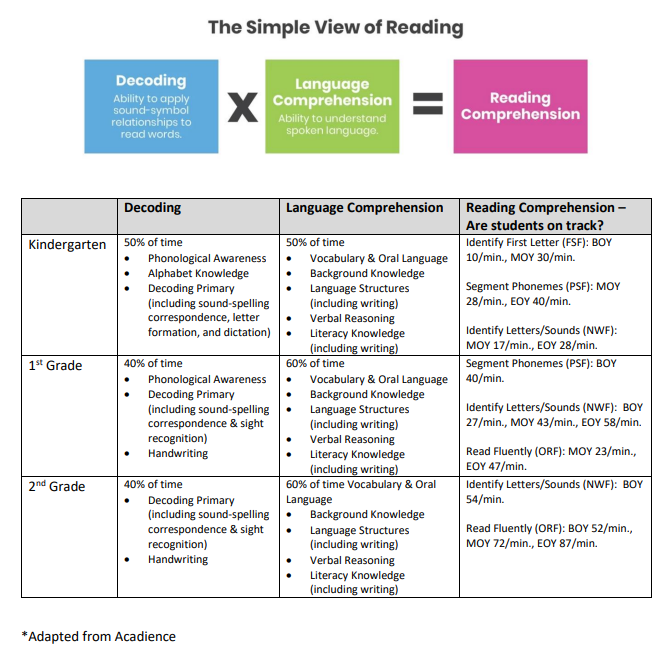
**Document Overview:** This implementation guide has been outlined based on the [K-5 Structured Literacy Companion](https://www.connexus.com/library/launch.aspx?id=99368) resource. It includes high-level information about Structured Literacy as well as detailed student learning information and Learning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

**Structured Literacy Components:**

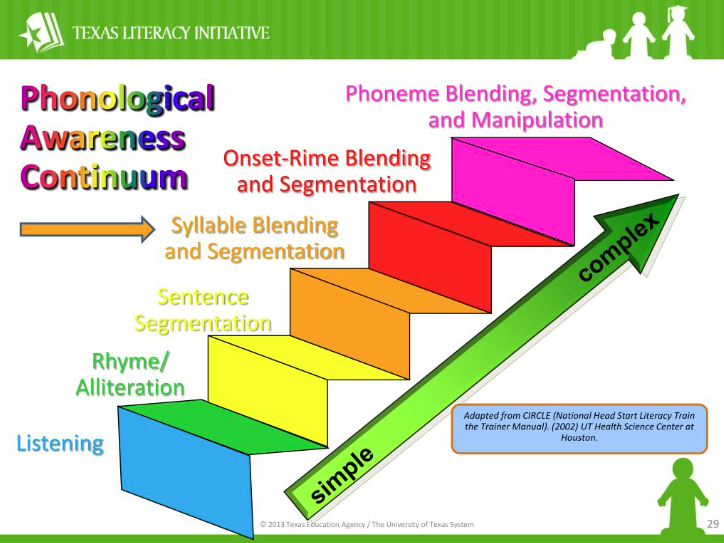
[](https://www.connectionsacademy.com/teacher-companion-site/ela-companion-site/ela-companion-site-sor/)

*\*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 – Telling Stories**

In this unit, your student will be learning about telling stories.

* Word Recognition Learning Goals for this unit:
  + Spell one- and two-syllable, closed-syllable words (e.g., VC, CVC, CCVC, CVCC, CCVCC).
  + Read one- and two-syllable, closed-syllable words (e.g., VC, CVC, CCVC, CVCC, CCVCC).
  + Blend one- and two-syllable, closed-syllable words (e.g., VC, CVC, CCVC, CVCC, CCVCC).
  + Build one- and two-syllable, closed-syllable words (e.g., VC, CVC, CCVC, CVCC, CCVCC).
  + Decode one- and two-syllable, closed-syllable words. (e.g., VC, CVC, CCVC, CVCC, CCVCC).
* Language Comprehension Learning Goals for this unit:
  + Identify whether a read-aloud text tells a story or gives information.
  + Use commas in greetings of letters.
  + Read grade-level text with understanding.
  + Identify the features of fables and folktales.
  + Use commas in closings of letters.
  + Write uppercase *S*.
  + Recount fables or folktales from diverse cultures.
  + Identify what conjunctions are and how they are used.
  + Write lowercase *s*.
  + Identify the central message of fables or folktales from diverse cultures.
  + With support, read a book of choice.
  + Identify the lesson of fables or folktales from diverse cultures.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 1: Telling Stories | |
| Lesson 1 | **closed syllable** – a syllable with a vowel followed by one or more consonants  **greeting** – the part of a letter that says hello to the person getting the letter  **informational texts** – texts that tell us about real people, places, or things  **stories** – texts that tell us about something that may not be real |
| Lesson 2 | **closing** – the ending of a letter  **fables** – very short stories about talking animals that end with a lesson  **features** – the important parts of something  **folktales** – very old stories that tell how things began |
| Lesson 3 | **details** – important pieces of information  **events** – things that happen in a story  **recount** – to retell a story in detail using your own words |
| Lesson 4 | **central message** – the idea or lesson the author wants a reader to learn  **details** – important pieces of information  **culture** – the way of life for a group of people |
| Lesson 5 | **lesson** – the idea the author wants a reader to learn  **moral** – a lesson about the right way to live |

Synchronous Instruction:

* Decoding Pattern: closed syllables
* Spelling Words: best, up, skip, button, stamp, wagon, ant, shell
* High-frequency words: about, give
* Custom Assessment (Sample Work) to consider: until, submit, catnap; The crab is in the shell.
* 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 Telling Stories – Lesson 1 Page 11.)

* Decoding routine to use for this unit: [ELA 2B Unit 1 Day 1 and 2 Closed Syllables](https://docs.google.com/presentation/d/1VPxuBLpmJ5n4ZRdHcPoXF46m2jygP-1A/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 12-28
    - Letter-sound correspondence, spelling words, syllabication, high-frequency words, decodable texts
  + Day 3: Slides 29-48
    - 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?)
    - Additional decodable texts to use with this unit (not in decoding routine or Pearson Curriculum):
      * [Don's Pet Pig](https://www.connexus.com/library/launch.aspx?id=102862)
      * [The Rocket Contest](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/67b_Decodable_UFLIFoundations.pdf)
      * [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103295)
      * [Blast Decodables](https://drive.google.com/file/d/1GtpAK7qjf39_33SrdzPg302trQ3d7TDP/view?usp=share_link) (page 20 – The Potluck)
    - 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/)

**Unit – Thinking Outside the Box**

In this unit, your student will be learning about teamwork.

* Word Recognition Learning Goals for this unit:
  + Spell one and two syllable, open syllable words. (e.g., V, CV, CCV).
  + Read one and two syllable, open syllable words (e.g., V, CV, CCV).
  + Blend one and two syllable, open syllable words (e.g., V, CV, CCV).
  + Build one and two syllable, open syllable words (e.g., V, CV, CCV).
  + Decode one and two syllable, open syllable words. (e.g., V, CV, CCV).
* Language Comprehension Learning Goals for this unit:
  + Identify whether a read-aloud text tells a story or gives information.
  + Use apostrophes to make words possessive.
  + Read grade-level text orally with accuracy on successive readings.
  + Describe how characters in a folktale or fable respond to major events and challenges.
  + Identify conjunctions used to form compound subjects.
  + Write uppercase *M* and *B*.
  + Identify differences in the point of view of characters in folktales or fables.
  + Identify conjunctions used to form compound predicates.
  + Write lowercase *m* and *b*.
  + Analyze the author's purpose in a literary text.
  + With support, read a book of choice.
  + Infer relationships among words, including simple multiple-meaning words.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 2: Thinking Outside the Box | |
| Lesson 1 | **accuracy** – the quality of doing something without making mistakes  **apostrophe** – a punctuation mark that shows belonging or takes the place of missing letters  **fluently** – easily and smoothly  **informational texts** – texts that tell us about real people, places, or things  **open syllable** – a syllable with a long vowel sound at the end, spelled with only one vowel  **plural** – describing more than one of something  **possessive noun** – a noun that shows that a person, animal, place, or thing owns or has something  **singular** – describing one of something  **stories** – texts that tell us about something that may not be real |
| Lesson 2 | **characters** – the people or animals in a story  **describe** – use details to tell what happened or what someone or something is like  **details** – important pieces of information  **events** – things that happen in a story  **fables** – very short stories about talking animals that end with a lesson  **folktales** – very old stories that tell how things began  **reflect** – to think deeply about something  **subject** – the part of a sentence that names who or what |
| Lesson 3 | **character** – a person or animal in a story  **events** – things that happen in a story  **point of view** – what a person sees or thinks  **predicate** – the part of a sentence that names the action |
| Lesson 4 | **entertain** – to please or amuse someone  **experiences** – things you have done or that have happened to you  **inform** – to give facts or information  **persuade** – to get others to do something or think a certain way  **predicate** – the part of a sentence that names the action  **purpose** – why an author writes  **subject** – the part of a sentence that names who or what |

Synchronous Instruction:

* Decoding Pattern: Long Vowels: open syllables
* Spelling Words: we, pony, sky, no, baby, she, hero, fly
* High-frequency Words: because, other
* Custom Assessment (Sample Work) to consider: no, not, be, bet, hi, him, try, trip, solo, solid
* 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 Thinking Outside the Box – Lesson 1 Page 4.)

* Decoding routine to use for this unit: [ELA 2B Unit 2 Day 1 and 2 Open Syllables](https://docs.google.com/presentation/d/1APH4dQRGsUDt02orLv29Rn4_Vo1cNaOi/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 13-29
    - Letter-sound correspondence, spelling words, syllabication, high-frequency words, decodable texts
  + Day 3: Slides 30-47
    - Decoding pattern, phonological awareness, letter-sound correspondence, spelling words, syllabication, high-frequency words
  + Day 4: Slides 34-50
    - high frequency words, decodable texts, sentence dictation
  + Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
    - Additional decodable texts to use with this unit (not in decoding routine or Pearson Curriculum):
      * [Ezra's Oboe](https://www.connexus.com/library/launch.aspx?id=102863)
      * [Music Class](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/68_Decodable_UFLIFoundations.pdf)
      * [Blast Decodables](https://drive.google.com/file/d/1GtpAK7qjf39_33SrdzPg302trQ3d7TDP/view?usp=share_link) (page 22 – The Picnic)
    - [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103296)
    - 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/)

**Unit – Teamwork**

In this unit, your student will be learning about teamwork.

* Word Recognition Learning Goals for this unit:
  + Spell two syllable words using syllable division patterns such as VCCV, VCV, and VCCCV.
  + Read two syllable words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
  + Blend two syllable words using syllable division patterns such as VCCV, VCV, and VCCCV.
  + Build two syllable words using syllable division patterns such as VCCV, VCV, and VCCCV.
  + Decode two syllable words using syllable division patterns such as VCCV, VCV, and VCCCV.
* Language Comprehension Learning Goals for this unit:
  + Identify whether a read-aloud text tells a story or gives information.
  + Identify coordinating conjunctions.
  + Read grade-level text orally at an appropriate rate on successive readings.
  + Compare two or more versions of the same story by different authors or from different cultures.
  + Identify coordinating conjunctions in writing.
  + Write uppercase *H*.
  + Contrast two or more versions of the same story by different authors or from different cultures.
  + Use common coordinating conjunctions when writing and speaking.
  + Write lowercase *h*.
  + Explain the similarities and differences of characters from two or more versions of the same story by different authors.
  + With support, read a book of choice.
  + Explain the similarities and differences of settings from two or more versions of the same story by different authors.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 3: Teamwork | |
| Lesson 1 | **author** – a person who writes  **closed syllable** – a syllable with a vowel followed by one or more consonants  **compound sentence** – a sentence that tells two complete thoughts  **fluent** – smooth  **informational text** – a text that tells about real people, places, or things  **open syllable** – a syllable with a long vowel sound at the end spelled with only one vowel  **rate** – speed  **story** – a text that tells about something that happens that may not be real |
| Lesson 2 | **characters** – people or animals in a story  **compare** – tell how things are the same  **events** – things that happen in a story  **setting** – where and when a story takes place |
| Lesson 3 | **characters** – people or animals in a story  **compare** – tell how things are the same  **compound sentence** – a sentence that tells two complete thoughts  **contrast** – tell how things are different  **events** – things that happen in a story  **settings** – where and when a story takes place |
| Lesson 4 | **characters** – people or animals in a story  **compare** – tell how things are the same  **contrast** – tell how things are different |
| Lesson 5 | **compare** – tell how things are the same  **contrast** – tell how things are different  **setting** – where and when a story takes place |

Synchronous Instruction:

* Decoding Pattern: Long Vowels: Closed and Open Syllables
* Spelling Words kitten, tiger, hundred, robot, problem, lemon, sunshine, Monday
* High-frequency Words: warm
* Custom Assessment (Sample Work) to consider: robot, select, relit; Is that item on the list?
* 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 Teamwork– Lesson 1 Page 4.)

* Decoding routine to use for this unit: [ELA 2B Unit 3 Day 1 and 2 Closed and Open Syllables](https://docs.google.com/presentation/d/1i8rXZ5ioVkkLqKF9RJfYV46v8Gcs2ErG/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
  + Day 1: Slides 1-19
    - Phonological awareness, blending, decoding pattern, letter-sound correspondence, spelling words
  + Day 2: Slides 13-26
    - Letter-sound correspondence, spelling words, syllabication, high-frequency words, decodable texts
  + Day 3: Slides 27-44
    - Decoding pattern, phonological awareness, letter-sound correspondence, spelling words, syllabication, high-frequency words
  + Day 4: Slides 41-49
    - high frequency words, decodable texts, sentence dictation
  + Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
    - Additional decodable texts to use with this unit (not in decoding routine or Pearson Curriculum):
      * [Mittens the Kitten](https://www.connexus.com/library/launch.aspx?id=102870)
      * [Jo's Friend Russ](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/66_Decodable_UFLIFoundations.pdf)
      * [Blast Decodables](https://drive.google.com/file/d/1GtpAK7qjf39_33SrdzPg302trQ3d7TDP/view?usp=share_link) (page 21 – The Attic)
    - [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103297)
    - 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/)

**Unit – Stories Old and New**

In this unit, your student will be learning about old and new ideas found in stories and verse.

* Word Recognition Learning Goals for this unit:
  + Spell V-C-E words with one and two syllables.
  + Read V-C-E words with one and two syllables.
  + Blend V-C-E words with one and two syllables.
  + Build V-C-E words with one and two syllables.
  + Decode V-C-E words with one and two syllables.
* Language Comprehension Learning Goals for this unit:
  + Identify whether a read-aloud text tells a story or gives information.
  + Identify adjectives and adverbs in writing.
  + Read grade-level text orally with expression on successive readings.
  + Identify how alliteration supplies rhythm and meaning in a poem or song.
  + Use adjectives in writing and speaking.
  + Write uppercase *K*.
  + Identify how rhymes and repeated lines supply rhythm and meaning in a poem or song.
  + Use adverbs in writing and speaking.
  + Write lowercase *k*.
  + Identify how beats supply rhythm and meaning in a poem or song.
  + With support, read a book of choice.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 4: Stories Old and New | |
| Lesson 1 | **adjective** – a word that describes a noun  **adverb** – a word that describes a verb  **expression** – a way of speaking that shows feelings or ideas  **facts** – things that are true  **informational text** – a text that tells about real people, places, or things  **poem** – writing that uses words in an interesting way to express feelings and tell a story  **story** – a text that tells about something that happens that may not be real  **syllable** – a word part with one vowel sound |
| Lesson 2 | **adjective** – a word that describes a noun  **alliteration** – words in a sentence or line that start with the same sound  **poem** – writing that uses words in an interesting way to express feelings and tell a story  **repeat** – to happen again and again  **rhythm** – a strong pattern of beats made from words |
| Lesson 3 | **adverb** – a word that describes a verb  **pattern** – a repeated arrangement  **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  **pattern** – a repeated arrangement  **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: Vowel Consonant-e Syllables
* Spelling Words: bike, skate, whale, spaceship, hive, inside, mistake, homemade
* High-frequency Words: laugh, were
* Custom Assessment (Sample Work) to consider:
* 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 Stories Old and New – Lesson 1 Page 4.)

* Decoding routine to use for this unit: [ELA 2B Unit 4 Day 1 and 2 Vowel consonant-e syllables](https://docs.google.com/presentation/d/1cconPEWy9qokITsSxpSllHLRelI7hN-R/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
  + Day 1: Slides 1-18
    - Phonological awareness, blending, decoding pattern, letter-sound correspondence, spelling words
  + Day 2: Slides 7-26
    - Letter-sound correspondence, spelling words, syllabication, high-frequency words, decodable texts
  + Day 3: Slides 27-42
    - Decoding pattern, phonological awareness, letter-sound correspondence, syllabication, high-frequency words
  + Day 4: Slides 38-47
    - high frequency words, decodable texts, sentence dictation
  + Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
    - Additional decodable texts to use with this unit (not in decoding routine or Pearson Curriculum):
      * [Jake's Homemade Spaceship](https://www.connexus.com/library/launch.aspx?id=102866)
      * [Blast Decodables](https://drive.google.com/file/d/1GtpAK7qjf39_33SrdzPg302trQ3d7TDP/view?usp=share_link) (pages 25-26 - Take a Trip and Camping)
    - [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103298)
    - 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/)

**Unit – Staying Fit**

In this unit, your student will be learning about how to move in order to stay fit.

* Word Recognition Learning Goals for this unit:
  + Spell one- and two-syllable *r*-controlled vowel words with -*ar*.
  + Identify features of a narrative.
  + Read one- and two-syllable *r*-controlled vowel words with -*ar*.
  + Blend one- and two-syllable *r*-controlled vowel words with -*ar*.
  + Build one- and two-syllable *r*-controlled vowel words with -*ar*.
* Language Comprehension Learning Goals for this unit:
  + Identify whether a read-aloud text tells a story or gives information.
  + Use spelling patterns with writing words with long vowels.
  + Identify features of a narrative.
  + Explain shifts in thinking based on further reading in an informational text.
  + Write uppercase *Q*.
  + Create a list of topics for a narrative to discuss with your Learning Coach.
  + Identify the main topic of a multi-paragraph text.
  + Write words with short vowels using known spelling patterns.
  + Place events from a model narrative in the proper sequence.
  + Explain how ideas and topics are depicted in a variety of media.
  + Write lowercase *q*.
  + Identify three or more events related to a narrative topic and write sentences that sequence them correctly.
  + Explain how ideas and topics are depicted in a variety of formats.
  + Expand a narrative by including some details to describe actions, thoughts, and feelings as well as appearance.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 5: Staying Fit | |
| Lesson 1 | **characters** – the people or animals that a story is about  **facts** – things that are true  **informational texts** – texts that tell about real people, places, or things  **narrative** – a story with a beginning, a middle, and an end  **narrator** – the voice that tells what happens in a story  **r-controlled vowel** – a vowel followed by the letter r; the vowel and the r make a unique vowel sound that is neither long nor short  **setting** – where and when a story takes place  **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 | **shifts** – changes  **topic** – who or what an informational text is about |
| Lesson 3 | **events** – things that happen in a story  **facts** – things that are true  **key words** – important words in a text  **paragraph** – a group of sentences about the same topic  **topic** – who or what an informational text is about |
| Lesson 4 | **events** – the things that happen in a story  **media** – ways to share information or entertainment with many people at the same time  **persuade** – to get others to think or do something  **topic** – what a story is about |
| Lesson 5 | **sources** – people or texts that give information  **details** – information about people, places, and things |

Synchronous Instruction:

* Decoding Pattern: Vowel Team Syllables and vowel r: ar
* Spelling Words: star, polar, shark, bookmark, market, park, card, dollar
* High-frequency Words: would
* Custom Assessment (Sample Work) to consider: embark, garden, artist; Martin went to the market.
* 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 Staying Fit– Lesson 1 Page 4.)

* Decoding routine to use for this unit: [ELA 2B Unit 5 Day 1 and 2 Vowel Team and vowel-r syllables](https://docs.google.com/presentation/d/10CsEHMVhxwzSPTbcw8wSM14dY5ha3bL6/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 7-27
    - Letter-sound correspondence, spelling words, syllabication, high-frequency words, decodable texts
  + Day 3: Slides 28-45
    - Decoding pattern, phonological awareness, letter-sound correspondence, spelling words, syllabication, high-frequency words
  + Day 4: Slides 42-52
    - high frequency words, decodable texts, sentence dictation
  + Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
    - Additional decodable texts to use with this unit (not in decoding routine or Pearson Curriculum):
      * [Jane and the Market](https://www.connexus.com/library/launch.aspx?id=102867)
      * [Surprise Garden](https://www.phonicbooks.com/content/uploads/USA-Surprise-Garden-mini-book-compressed.pdf)
      * [Blast Decodables](https://drive.google.com/file/d/1GtpAK7qjf39_33SrdzPg302trQ3d7TDP/view?usp=share_link)
    - [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103299)
    - 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/)

**Unit –From Farm to You**

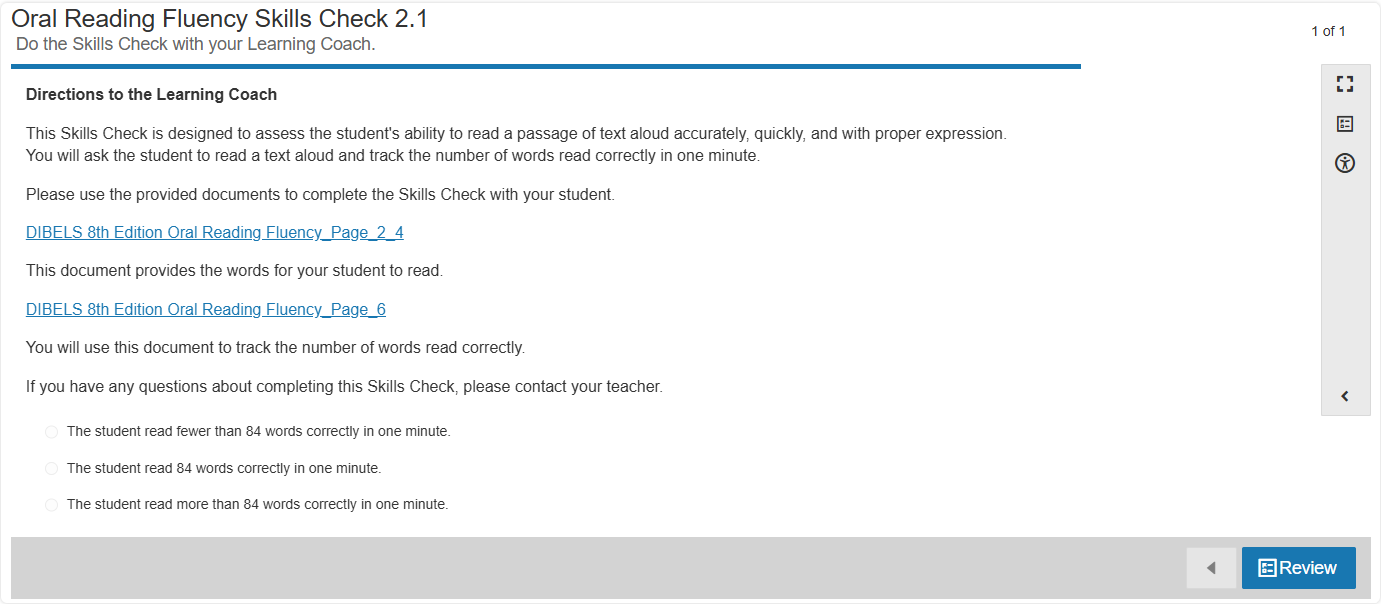
In this unit, your student will be learning about the source of many foods we eat.

* Word Recognition Learning Goals for this unit:
  + Spell one- and two-syllable *r*-controlled vowel words with *er*, *ir*, *ur*, *or*.
  + Read one- and two-syllable *r*-controlled vowel words with *er*, *ir*, *ur*, *or*.
  + Blend one- and two-syllable *r*-controlled vowel words with *er*, *ir*, *ur*, *or*.
  + Build one- and two-syllable *r*-controlled vowel words with *er*, *ir*, *ur*, *or*.
* Language Comprehension Learning Goals for this unit:
  + Identify whether a read-aloud text tells a story or gives information.
  + Use reference materials to check spelling as needed when writing.
  + Identify temporal words used to signal event order in a narrative writing.
  + Describe the connections between historical events in an informational text.
  + Write uppercase **J**.
  + Use temporal words to signal event order when writing a narrative.
  + Use context clues to self-monitor comprehension of words in informational text.
  + Use reference materials to correct spelling as needed when writing.
  + Examine how a model narrative essay provides closure.
  + Identify the author’s purpose for writing.
  + Write lowercase **j.**
  + Provide some sense of closure when writing a narrative.
  + Respond to a reading to task to become a self-directed, critical reader and thinker.
  + Review a narrative to check that it includes characters, a setting, sequenced events, and a closure.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 6: From Farm to You | |
| Lesson 1 | **dictionary** – a book or website that lists words in alphabetical order and tells their meanings  **events** – things that happen in a story  **facts** – things that are true  **glossary** – a list of words found in a book or story and their meanings  **guide words** – the first and last words on a dictionary page  **informational texts** – texts that tell about real people, places, or things  **r-controlled syllable** – a syllable that has at least one vowel followed by the letter r  **r-controlled vowel** – a vowel followed by the letter r; the vowel and the r make a vowel sound that is neither long nor short  **stories** – texts that tell about something that happens that may not be real  **time order words** – words that tell when events happen  **topic** – who or what an informational text is about |
| Lesson 2 | **cause** – something that makes something else happen  **connected** – joined together or related  **effect** – something that happens because of something else  **events** – things that happen in a story  **time order words** – words that tell when events happen  **topic** – who or what an informational text is about |
| Lesson 3 | **context clues** – words in a sentence or paragraph that a reader can use to understand the meaning of a new or difficult word  **dictionary** – a book or website that lists words in alphabetical order and tells their meanings  **ending** – the last part of a story  **glossary** – a list of words found in a book or story and their meanings  **opinion** – something that a person thinks or believes is true  **persuade** – to get others to think or do something  **reasons** – why a person thinks something is true |
| Lesson 4 | **ending** – the last part of a story  **entertain** – to amuse or please  **expert** – a person with special knowledge about a topic  **inform** – to give facts and information  **persuade** – to make others think or do something  **purpose** – why an author writes a text  **source** – a person or text with information |
| Lesson 5 | **characters** – the people or animals that a story is about  **critical** – thoughtful  **events** – things that happen in a story  **reflect** – to think back on something  **setting** – where a story takes place  **task** – something that needs to be done  **time order words** – words that tell when events happen |

**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/265e3189-2f36-4e48-80ab-b74e7e1c9e32/DIBELS%208th%20Edition%20Oral%20Reading%20Fluency_Page_2_4.pdf) document within the Skills Check Assessment.
* Students need [THIS DOCUMENT](https://cite-media.pearson.com/legacy_paths/2b4f581e-f6c3-48df-994b-9b223450c19c/DIBELS%208th%20Edition%20Oral%20Reading%20Fluency_Page_5.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: Vowel-r Syllables: er, ir, ur, or
* Spelling Words: chirp, verb, thirteen, word, burn, pattern, worry, surprise
* High-frequency Words: four
* Custom Assessment (Sample Work) to consider: chirp, verb, surprise; Kurt will be thirteen in March.
* 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 From Farm to You – Lesson 1 Page 4.)

* Decoding routine to use for this unit: [ELA 2B Unit 6 Day 1 and 2 Vowel-r syllables er.ir.ur.or](https://docs.google.com/presentation/d/1SQEeQUw70gUzg-GnLLMzGgb7ebrPNaim/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 7-24
    - Letter-sound correspondence, spelling words, syllabication, high-frequency words, decodable texts
  + Day 3: Slides 25-41
    - Decoding pattern, phonological awareness, letter-sound correspondence, spelling words, syllabication, high-frequency words
  + Day 4: Slides 38-46
    - high frequency words, decodable texts, sentence dictation
  + Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
    - Additional decodable texts to use with this unit (not in decoding routine or Pearson Curriculum):
      * [Surprise Party](https://www.connexus.com/library/launch.aspx?id=102872)
      * [Worst Birthday Ever](https://www.phonicbooks.com/content/uploads/USA-moon-dogs-at-home-worst-birthday-ever-mini-book.pdf)
    - [Phrase cued texts](https://docs.google.com/document/d/1V6BB3tfZY75TZ3zdakaAlzi8tlXIfZoH/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
    - 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/)

**Unit – Move It!**

In this unit, your student will be learning about some different ways we use our bodies to move.

* Word Recognition Learning Goals for this unit:
  + Spell homophones.
  + Read homophones.
  + Blend homophones.
  + Build homophones.
  + Decode homophones.
* Language Comprehension Learning Goals for this unit:
  + Identify whether a read-aloud text tells a story or gives information.
  + Identify the meaning of formal and informal uses of English.
  + Use clues to recognize meanings of words, rereading as necessary.
  + Compare the most important points presented in two informational texts on the same topic.
  + Write uppercase and lowercase *Xx*.
  + Identify the similarities between formal and informal uses of English when reading and listening.
  + Contrast the most important points presented by two informational texts on the same topic.
  + Identify the differences between formal and informal uses of English when reading and listening.
  + Write uppercase and lowercase *Zz*.
  + Identify evidence in an explanatory text.
  + With support, read a book of choice.
  + Identify evidence in a descriptive text.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 6: From Farm to You | |
| Lesson 1 | **dictionary** – a book or website that lists words in alphabetical order and tells their meanings  **events** – things that happen in a story  **facts** – things that are true  **glossary** – a list of words found in a book or story and their meanings  **guide words** – the first and last words on a dictionary page  **informational texts** – texts that tell about real people, places, or things  **r-controlled syllable** – a syllable that has at least one vowel followed by the letter r  **r-controlled vowel** – a vowel followed by the letter r; the vowel and the r make a vowel sound that is neither long nor short  **stories** – texts that tell about something that happens that may not be real  **time order words** – words that tell when events happen  **topic** – who or what an informational text is about |
| Lesson 2 | **cause** – something that makes something else happen  **connected** – joined together or related  **effect** – something that happens because of something else  **events** – things that happen in a story  **time order words** – words that tell when events happen  **topic** – who or what an informational text is about |
| Lesson 3 | **context clues** – words in a sentence or paragraph that a reader can use to understand the meaning of a new or difficult word  **dictionary** – a book or website that lists words in alphabetical order and tells their meanings  **ending** – the last part of a story  **glossary** – a list of words found in a book or story and their meanings  **opinion** – something that a person thinks or believes is true  **persuade** – to get others to think or do something  **reasons** – why a person thinks something is true |
| Lesson 4 | **ending** – the last part of a story  **entertain** – to amuse or please  **expert** – a person with special knowledge about a topic  **inform** – to give facts and information  **persuade** – to make others think or do something  **purpose** – why an author writes a text  **source** – a person or text with information |
| Lesson 5 | **characters** – the people or animals that a story is about  **critical** – thoughtful  **events** – things that happen in a story  **reflect** – to think back on something  **setting** – where a story takes place  **task** – something that needs to be done  **time order words** – words that tell when events happen |

Synchronous Instruction:

* Decoding Pattern: Consonants: Homophones
* Spelling Words: here, creek, one, way, creak, hear, won, weigh
* High-frequency Words: could, one
* Custom Assessment (Sample Work) to consider: hear, weak; They will be here this weekend.
* 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 Move It!– Lesson 1 Page 4.)

* Decoding routine to use for this unit: [ELA 2B Unit 7 Day 1 and 2 Homophones](https://docs.google.com/presentation/d/1nyme0iP27nRcXDe7T58Kkojz_FRJa46C/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 7-25
    - Letter-sound correspondence, spelling words, syllabication, high-frequency words, decodable texts
  + Day 3: Slides 26-42
    - Decoding pattern, phonological awareness, letter-sound correspondence, spelling words, syllabication, high-frequency words
  + Day 4: Slides 38-47
    - high frequency words, decodable texts, sentence dictation
  + Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
    - Additional decodable text not in decoding routine or Pearson Curriculum:
      * [The Race](https://www.connexus.com/library/launch.aspx?id=102875)
    - [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103300)
    - 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/)

**Unit – Machines at Work**

In this unit, your student will be learning about machines and how they work.

* Word Recognition Learning Goals for this unit:
  + Identify three-syllable words.
  + Read three-syllable words.
  + Blend three-syllable words.
  + Build three-syllable words.
  + Decode three-syllable words.
* Language Comprehension Learning Goals for this unit:
  + Identify whether a read-aloud text tells a story or gives information.
  + Determine the meaning of words using sentence-level context as a clue.
  + Revise narrative writing, with guidance and support.
  + Determine whether the text informs, explains, or describes.
  + Write number words for 1–5.
  + Edit narrative writing, with guidance and support.
  + Identify how an author uses language to inform in an informational text.
  + Determine the meaning of phrases using sentence-level context as a clue.
  + Publish narrative writing, with guidance and support.
  + Identify how an author uses language to explain and describe in an informational text.
  + Present narrative writing, with guidance and support.
  + Write numerals for 1–5.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 8: Machines at Work | |
| Lesson 1 | **facts** – things that are true  **informational text** – a text that tells about real people, places, or things  **revise** – reread what you have written and make changes  **story** – a text that tells about something that happens that may not be real  **syllable** – a word part with one vowel sound |
| Lesson 2 | **describe** – use details to tell who or what something is like  **edit** – reread what you write and fix mistakes  **explain** – tell the reason for or cause of something  **inform** – tell about real people, places, or things  **number words** – the names of numbers spelled out in letters  **purpose** – why an author writes a text |
| Lesson 3 | **facts** – things that are true  **inform** – tell about real people, places, or things  **publish** – make a final copy and share with others  **purpose** – why an author writes a book  **topic** – who or what an informational text is about |
| Lesson 4 | **describe** – use details to tell who or what something is like  **explain** – to tell the reason for or cause of something  **present** – tell about a text as people listen  **publish** – make a final copy and share with others  **purpose** – why an author writes a book  **topic** – who or what an informational text is about |

Synchronous Instruction:

* Decoding Pattern: 3 syllable words
* Spelling Words: family, yesterday, wonderful, understand, remember, important, animal, tomorrow
* High-frequency Words: learn
* Custom Assessment (Sample Work) to consider: understand, remember; Yesterday, my family went fishing.
* 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 Machines At Work– Lesson 1 Page 4.)

* Decoding routine to use for this unit: [ELA 2B Unit 8 Day 1 and 2 Consonant-le syllables](https://docs.google.com/presentation/d/1mXniZuTvE360n8DTASWq3IsEXx9EcMxV/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 7-23
    - Letter-sound correspondence, spelling words, syllabication, high-frequency words, decodable texts
  + Day 3: Slides 24-38
    - Decoding pattern, phonological awareness, letter-sound correspondence, spelling words, syllabication, high-frequency words
  + Day 4: Slides 35-43
    - high frequency words, decodable texts, sentence dictation
  + Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
    - Additional decodable texts to use with this unit (not in decoding routine or Pearson Curriculum):
      * [The Little Bubble](https://www.connexus.com/library/launch.aspx?id=102874)
      * [Maple Fudge](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/75_Decodable_UFLIFoundations.pdf)
    - 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/)

**Unit – Our Senses**

In this unit, your student will be learning about how our senses help us identify how we are feeling about something.

* Word Recognition Learning Goals for this unit:
  + Spell words with digraphs.
  + Read words with digraphs.
  + Blend words with digraphs.
  + Build words with digraphs.
  + Decode words with digraphs.
* Language Comprehension Learning Goals for this unit:
  + Identify whether a read-aloud text tells a story or gives information.
  + Determine the meaning of words and phrases using a glossary.
  + Use context to self-correct word recognition, rereading as necessary.
  + Describe how specific language supplies rhythm and meaning to a text.
  + Use a print, beginners dictionary to determine the meaning of words and phrases.
  + Write number words for 6–10.
  + Explain the meaning of free verse poetry.
  + Use a digital, beginners dictionary to determine the meaning of words and phrases.
  + Write numerals for 6–10.
  + Describe the overall structure of a poem.
  + With support, read a book of choice.
  + Write free verse poetry to express ideas, using words and phrases that form sound patterns.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 9: Our Senses | |
| Lesson 1 | **context** – words around an unknown word that help to explain the new word  **facts** – things that are true  **glossary** – a list of words and their meanings found at the end of a book or text  **informational texts** – texts that tell about real people, places, or things  **poem** – writing that uses words in an interesting way to express feelings and tell a story  **stories** – texts that tell about something that happens that may not be real  **vowel digraph** – two letters together that spell one vowel sound in a word |
| Lesson 2 | **guide words** – the first and last words on a dictionary page  **line** – a row of words in a poem  **print dictionary** – a book that lists words in alphabetical order and tells their meanings  **repeat** – to happen again and again  **repetition** – the same words or phrases again and again in a text  **rhymes** – words that end with a similar sound  **rhythm** – a strong pattern of beats made by words |
| Lesson 3 | **digital dictionary** – a website or app that tells the meanings of words and phrases  **free verse poem** – a poem that does not have regular rhyme or rhythm and can sound like a person talking  **repetition** – use the same words or phrases again and again in a text  **rhymes** – words that end with a similar sound  **rhythm** – a strong pattern of beats made by words |
| Lesson 4 | **beginning** – the first part of a story or poem  **ending** – the last part of a story or poem  **free verse poem** – a poem that does not have regular rhyme or rhythm and can sound like a person talking  **judge** – to make a thoughtful decision about something  **middle** – the part of a story or poem that tells what happens  **mood** – the overall feeling in a piece of writing  **repetition** – use the same words or phrases again and again in a text  **rhymes** – words that end with a similar sound  **rhythm** – a strong pattern of beats made by words  **structure** – the way a story or poem is told |
| Lesson 5 | **brainstorm** – to come up with ideas  **free verse poem** – a poem that does not have regular rhyme or rhythm and can sound like a person talking  **repeated** – used again and again  **repetition** – the same words or phrases used again and again in a text  **rhymes** – words that end with a similar sound  **rhythm** – a strong pattern of beats made by words |

Synchronous Instruction:

* Decoding Pattern: Vowels: oo as in book, oo as in spoon; short o, aw, au
* Spelling Words: cook, raccoon, August, drawing, footprint, crawl, launch, food
* High-frequency Words: through
* Custom Assessment (Sample Work) to consider: look, wood, could; Does Brook have your cookbook?
* 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 Our Senses – Lesson 1 Page 4.)

* Decoding routine to use for this unit: [ELA 2B Unit 9 Day 1 and 2 Vowels oo.u as in book. oo as in spoon. short o, aw.au](https://docs.google.com/presentation/d/1EcgV0d0pGCUN-QOEXx8B4MC_5XVzFYbn/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
  + Day 1: Slides 1-18
    - Phonological awareness, blending, decoding pattern, letter-sound correspondence, spelling words
  + Day 2: Slides 8-26
    - Letter-sound correspondence, spelling words, syllabication, high-frequency words, decodable texts
  + Day 3: Slides 27-40
    - Decoding pattern, phonological awareness, letter-sound correspondence, spelling words, syllabication, high-frequency words
  + Day 4: Slides 37-46
    - high frequency words, decodable texts, sentence dictation
  + Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
    - Additional decodable text not in decoding routine or Pearson Curriculum:
      * [Haroon's Sandwich](https://www.connexus.com/library/launch.aspx?id=102865)
      * [The Groom is Late!](https://ufli.education.ufl.edu/wp-content/uploads/2022/09/90_Decodable_UFLIFoundations.pdf)
    - [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103301)
    - 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/)

**Unit – Feelings Change**

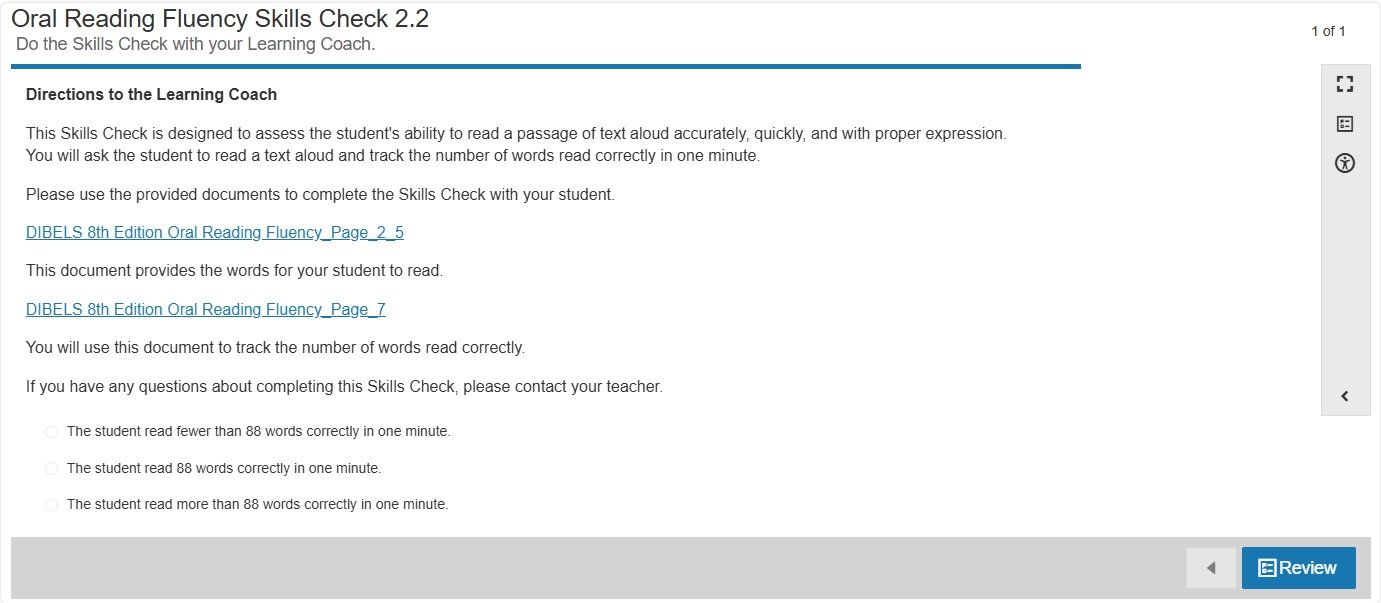
In this unit, your student will be learning how our experiences can cause our feelings to change.

* Word Recognition Learning Goals for this unit:
  + Identify words with trigraphs.
  + Spell words with trigraphs.
  + Blend words with trigraphs.
  + Build words with trigraphs.
  + Decode words with trigraphs.
* Language Comprehension Learning Goals for this unit:
  + Identify whether a read-aloud text tells a story or gives information.
  + Identify the meaning of root words.
  + Read grade-level text with purpose.
  + Ask questions such as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
  + Identify frequently occurring root words in writing.
  + Write uppercase and lowercase *Aa*, *Vv*, and *Yy*.
  + Answer questions such as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
  + Use a known root word as a clue to the meaning of an unknown word with the same root.
  + Write uppercase and lowercase *Ww*, *Nn*.
  + Describe how characters in a story respond to major events and challenges.
  + With support, read a book of choice.
  + Summarize the plot.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 10: Feelings Change | |
| Lesson 1 | **facts** – things that are true  **informational texts** – texts that tell about real people, places, or things  **preview** – look before reading  **purpose** – a reason why you do something  **root word** – a word that has a meaning and can stand alone  **stories** – texts that tell about something that happens that may not be real  **trigraph** – is a group of three letters that have one sound, and can be consonants, vowels, or both consonants and vowels |
| Lesson 2 | **experiences** – things you have done or that have happened to you  **key details** – important pieces of information in a text  **main character** – the most important person or animal in a story  **respectful** – showing care or thoughtfulness toward another person  **root word** – a word that has meaning and can stand alone  **trigraph** – is a group of three letters that have one sound, and can be consonants, vowels, or consonants and vowels |
| Lesson 3 | **communicate** – to share information or ideas with others  **express** – to show feelings or make feelings known  **key details** – important pieces of information in a story  **root word** – a word that has a meaning and can stand alone |
| Lesson 4 | **challenge** – a difficult problem  **experience** – something you have done or that has happened to you  **key details** – important pieces of information in a text  **main character** – the most important person or animal in a story  **major event** – an important thing that happens in a story  **reflect** – to think deeply about something |
| Lesson 5 | **key details** – important pieces of information in a text  **main character** – the most important person or animal in a story  **major events** – important things that happen in a story  **plot** – all the events in a story  **summarize** – to tell the main ideas of an informational text or story |

**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/59719d51-2e91-41b6-87f2-b03d44cfa434/DIBELS%208th%20Edition%20Oral%20Reading%20Fluency_Page_2_5.pdf) document within the Skills Check Assessment.
* Students need [THIS DOCUMENT](https://cite-media.pearson.com/legacy_paths/851e7d63-996e-4a62-930d-8e2679caceaf/DIBELS%208th%20Edition%20Oral%20Reading%20Fluency_Page_6.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: Trigraphs: -dge, -tch, igh, eau
* Spelling Words: might, budge, catch, beauty, hitch, wedge, sigh, pitch
* High-frequency Words: toward
* Custom Assessment (Sample Work) to consider: age, stage, judge, badge, chin, chip, itch, patch
* 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 Feeling Change – Lesson 1 Page 4.)

* Decoding routine to use for this unit: [ELA 2B Unit 10 Day 1 and 2 Trigraphs dge.tch.igh.eau](https://docs.google.com/presentation/d/1pnJNYqAbvkFJxVZ-gJdwrqJOIkZjQkvJ/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
  + Day 1: Slides 1-18
    - Phonological awareness, blending, decoding pattern, letter-sound correspondence, spelling words
  + Day 2: Slides 8-26
    - Letter-sound correspondence, spelling words, syllabication, high-frequency words, decodable texts
  + Day 3: Slides 27-41
    - Decoding pattern, phonological awareness, letter-sound correspondence, spelling words, syllabication, high-frequency words
  + Day 4: Slides 38-44
    - high frequency words, decodable texts
  + Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
    - Additional decodable text not in decoding routine or Pearson Curriculum:
      * [Gidget's Baseball Game](https://www.connexus.com/library/launch.aspx?id=102864)
      * [A Wild Night](https://www.phonicbooks.com/content/uploads/moon-dogs-at-home-usa-book-7-wild-night-mini-book.pdf)
      * [Blast Decodables](https://drive.google.com/file/d/1GtpAK7qjf39_33SrdzPg302trQ3d7TDP/view?usp=share_link) (pages 16 & 18 - Fudge and A Ball)
    - [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103302)
    - 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/)

**Unit – We All Have Feelings**

In this unit, your student will be learning about feelings and how having strong feelings is perfectly normal.

* Word Recognition Learning Goals for this unit:
  + Identify two and three-syllable words containing combined syllable types (closed, open, vowel teams, vowel-*r*, and Cve syllables).
  + Read two- and three-syllable words containing combined syllable types.
  + Blend two- and three-syllable words containing combined syllable types.
  + Build two- and three-syllable words containing combined syllable types.
  + Decode two- and three-syllable words containing combined syllable types.
* Language Comprehension Learning Goals for this unit:
  + Identify whether a read-aloud text tells a story or gives information.
  + Capitalize holidays when writing.
  + Read grade-level text with understanding.
  + Identify similes in texts.
  + Capitalize product names when writing.
  + Write uppercase and lowercase *Pp, Ss,* and *Mm*.
  + Identify metaphors in texts.
  + Capitalize geographic names when writing.
  + Write uppercase and lowercase *Hh, Kk,* and *Rr*.
  + Identify how words and phrases communicate feelings in a literary text.
  + Identify how words and phrases appeal to the senses in a literary text.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 11: We All Have Feelings | |
| Lesson 1 | **events** – things that happen in a story  **facts** – things that are true  **informational text** – a text that tells about real people, places, or things  **proper noun** – a word that names a specific person, animal, place, or thing  **story** – a text that tells about something that happens that may not be real  **syllable** – a word part with a single vowel sound |
| Lesson 2 | **compare** – to show how two or more things are alike  **describe** – use details to tell who or what something is like  **metaphor** – a phrase that compares two unlike things  **product** – an item that people buy  **proper noun** – a word that names a specific person, animal, place, or thing  **simile** – a phrase that uses like or as to compare two unlike things |
| Lesson 3 | **describe** – use details to tell who or what something is like  **metaphors** – phrases that compare two unlike things  **proper noun** – a word that names a specific person, animal, place, or thing |
| Lesson 4 | **characters** – people or animals in a story  **describe** – use details to tell who or what something is like |
| Lesson 5 | **describe** – use details to tell who or what something is like  **five senses** – sight, sound, touch, smell, and taste |

Synchronous Instruction:

* Decoding Pattern: syllable review
* Spelling Words letter, polite, wintertime, dinner, rainstorm, sudden, flavor, invite
* High-frequency Words: door, enough
* Custom Assessment (Sample Work) to consider: review based on previous data
* 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 We All Have Feelings – Lesson 1 Page 4.)

* Decoding routine to use for this unit: [ELA 2B Unit 11 Day 1 and 2 Syllable Review and ild.old.ind.olt.ost](https://docs.google.com/presentation/d/132SGKM_gFyXXdtMi48KIV0K3SyOSt1jv/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
  + Day 1: Slides 1-18
    - Phonological awareness, blending, decoding pattern, letter-sound correspondence, spelling words
  + Day 2: Slides 8-24
    - Letter-sound correspondence, spelling words, syllabication, high-frequency words, decodable texts
  + Day 3: Slides 25-44
    - Decoding pattern, phonological awareness, letter-sound correspondence, spelling words, syllabication, high-frequency words
  + Day 4: Slides 40-47
    - high frequency words, decodable texts
  + Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
    - Additional decodable text not in decoding routine or Pearson Curriculum:
      * [Rosalind's Rainy Day](https://www.connexus.com/library/launch.aspx?id=102871)
      * [The Gold Rush](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/72_Decodable_UFLIFoundations.pdf)
    - 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/)

**Unit – What Scares You?**

In this unit, your student will be learning about why we get scared and what to do about it.

* Word Recognition Learning Goals for this unit:
  + Spell words with silent letters. (e.g., *wr*, *kn*, *gn*, etc.).
  + Read words with silent letters. (e.g. *wr*, *kn*, *gn*, etc.).
  + Blend words with silent letters (e.g. *wr*, *kn*, *gn*, etc.).
  + Build words with silent letters (e.g. *wr*, *kn*, *gn*, etc.).
  + Decode words with silent letters (e.g. *wr*, *kn*, *gn*, etc.).
* Language Comprehension Learning Goals for this unit:
  + Identify whether a read-aloud text tells a story or gives information.
  + Identify how prepositions are used.
  + Use context to self-correct understanding, rereading as necessary.
  + Infer the main idea in narrative texts.
  + Identify the difference between positional, time, and place prepositional phrases.
  + Write uppercase and lowercase *Xx* and *Uu*.
  + Infer details that support the main idea in narrative texts.
  + Use prepositions correctly when writing and speaking.
  + Write uppercase and lowercase *Qq* and *Gg*.
  + Compare events in two or more texts to differentiate genres.
  + With support, read a book of choice.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 12: What Scares You? | |
| Lesson 1 | **context clues** – words around an unknown word that help to explain the new word  **events** – things that happen in a story  **facts** – things that are true  **informational text** – a text that tells about real people, places, or things  **preposition** – a word that tells when or where something happens  **story** – a text that describes something that happened that may not be real |
| Lesson 2 | **conclusion** – something decided after thinking  **details** – important pieces of information  **main idea** – the most important idea in a text  **preposition** – a word that tells when or where something happens  **prepositional phrase** – a group of words that starts with a preposition and ends with a noun or pronoun |
| Lesson 3 | **details** – important pieces of information  **main idea** – the most important idea in a text  **preposition** – a word that tells when or where something happens  **prepositional phrase** – a group of words that starts with a preposition and ends with a noun or pronoun |
| Lesson 4 | **events** – things that happen in a story  **fantasy** – writing that features characters and events that could never be real  **poem** – writing that uses words in an interesting way to express feelings and sometimes tell a story  **realistic fiction** – writing that features characters and events that could be real |

Synchronous Instruction:

* Decoding Pattern: Silent Letters kn, wr, gn, mb
* Spelling Words: know, wrist, sign, comb, gnat, climb, knife, write
* High-frequency Words: friend
* Custom Assessment (Sample Work) to consider: knot, know, wrist, write; I know to write with my wrist.
* 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 What Scares You? – Lesson 1 Page 4.)

* Decoding routine to use for this unit: [ELA 2B Unit 12 Day 1 and 2 silent letters kn.wr.gn.mb](https://docs.google.com/presentation/d/1TpzrbGz0E4cRrmOLTpGrxADvCx5A0tJt/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 8-23
    - Letter-sound correspondence, spelling words, syllabication, high-frequency words, decodable texts
  + Day 3: Slides 24-40
    - Decoding pattern, phonological awareness, letter-sound correspondence, spelling words, syllabication, high-frequency words
  + Day 4: Slides 37-43
    - high frequency words, decodable texts
  + Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
    - Additional decodable text not in decoding routine or Pearson Curriculum:
      * [Knolan's Climb](https://www.connexus.com/library/launch.aspx?id=102869)
      * [Birdwatching](https://ufli.education.ufl.edu/wp-content/uploads/2022/09/98_Decodable_UFLIFoundations.pdf)
    - [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103303)
    - 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/)

**Unit – Stay Prepared**

In this unit, your student will be learning about how to stay prepared for bad weather.

* Word Recognition Learning Goals for this unit:
  + Spell words with prefixes (*un*-, *re*-, and *dis*-).
  + Read words with prefixes (*un*-, *re*-, *dis*-)
  + Blend words with prefixes (*un*-, *re*-, *dis*-).
  + Build words with prefixes. (*un*-, *re*-, *dis*-).
* Language Comprehension Learning Goals for this unit:
  + Identify whether a read-aloud text tells a story or gives information.
  + Define prefix.
  + Identify the parts of a research report (including topic, main idea, supporting ideas with facts and details).
  + Answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
  + Write with spacing between letters.
  + Identify topic sentences in introduction paragraphs of research reports.
  + Ask such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
  + Determine the meaning of a new word formed when a known prefix (e.g., *un*-, *re*-) is added to a known word.
  + Develop questions to guide research about a topic.
  + Explain the main topic of a multi-paragraph text.
  + Write complete sentences with words spaced appropriately and sentences spaced appropriately.
  + Use technology to plan the introduction of a research report on a graphic organizer.
  + Explain the focus of specific paragraphs within a multi-paragraph text.
  + Use technology to draft an introduction paragraph of a research report.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 13: Stay Prepared | |
| Lesson 1 | **details** – information that tells more about a fact  **facts** – things that are true  **informational texts** – texts that tell about real people, places, or things  **introduction** – the beginning of a text  **prefix** – a word part added to the beginning of a base word to change its meaning  **research** – to learn more about a topic  **research report** – writing that tells the reader about a topic  **stories** – texts that tell about something that happens that may not be real  **topic** – what a text is about |
| Lesson 2 | **introduction** – the beginning of a text  **key details** – important pieces of information in a text  **solve** – to fix or find an answer for a problem  **topic** – what a text is about  **topic sentence** – a sentence that tells the topic of a text |
| Lesson 3 | **facts** – true statements about a topic  **key details** – the important pieces of information in a text  **local** – where you are  **location** – a certain place  **prefix** – a word part that is added to the beginning of a word  **sources** – texts with information about a topic  **topic** – what a text is about |
| Lesson 4 | **decide** – to choose  **expert** – a person with special knowledge about a topic  **explore** – to find out more about something  **introduction** – the beginning of a text  **key details** – important pieces of information in a text  **key words** – important words in an informational text  **paragraph** – a group of sentences about the same topic  **sources** – people or texts that give information  **topic** – who or what an informational text is about |
| Lesson 5 | **focus** – the most important idea in a paragraph  **introduction** – the beginning of a text  **key details** – important pieces of information in a text  **paragraph** – a group of sentences about the same topic  **routine** – a set of steps or something you do the same way every time  **topic** – who or what an informational text is about  **topic sentence** – a sentence that tells what a text is about |

Synchronous Instruction:

* Decoding Pattern: Prefixes un, dis, re
* Spelling Words: unkind, reheat, dislike, unload, replay, discolor, untrue, reuse
* High-frequency Words: been
* Custom Assessment (Sample Work) to consider: untie, reheat, dislike; Can you unlock the safe?
* 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 Stay Prepared – Lesson 1 Page 4.)

* Decoding routine to use for this unit: [ELA 2B Unit 13 Prefixes un.dis.re and y endings](https://docs.google.com/presentation/d/1r-cGSZkVMQAAvnKo-NgxgkC46AuZ04sF/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
  + Day 1: Slides 1-15
    - Phonological awareness, blending, decoding pattern, letter-sound correspondence
  + Day 2: Slides 8-20
    - Decoding routine, letter-sound correspondence, syllabication, high-frequency words, decodable text
  + Day 3: Slides 21-31
    - Decoding pattern, phonological awareness, letter-sound correspondence, decodable text, syllabication, high-frequency words
  + Day 4: Slides 28-36
    - high frequency words, decodable texts, sentence dictation
  + Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
    - Additional decodable text not in decoding routine or Pearson Curriculum:
      * [Kaiah's Soccer Game](https://www.connexus.com/library/launch.aspx?id=102868)
      * [Poppy the Gamer](https://ufli.education.ufl.edu/wp-content/uploads/2022/09/105_Decodable_UFLIFoundations.pdf)
      * [Plane Race](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/73_Decodable_UFLIFoundations.pdf)
      * [Lily’s Puppy](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/74_Decodable_UFLIFoundations.pdf)
    - [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103304)
    - 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/)

**Unit – Ever-Changing Earth**

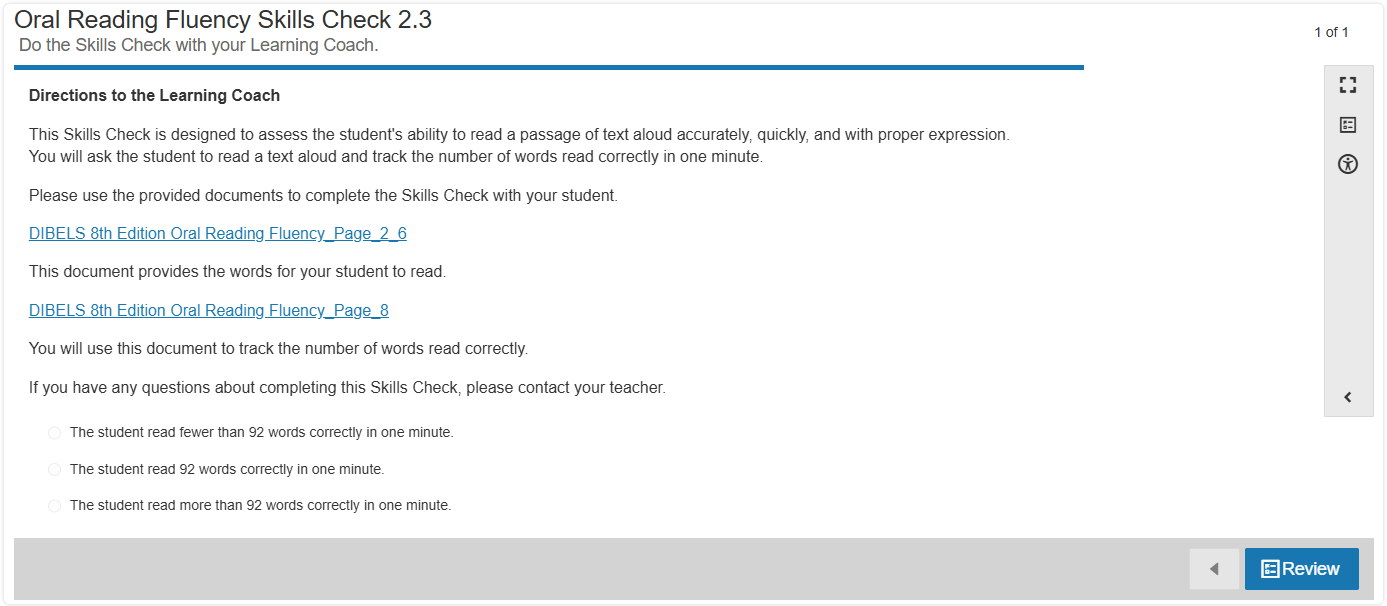
In this unit, your student will be learning about the natural events that cause Earth to change.

* Word Recognition Learning Goals for this unit:
  + Spell words with suffixes. (-*ly*, -*er*, and -*est*, -*ful*, -*less*, and -*ion*/*tion*/*sion*).
  + Read words with suffixes. (-*ly*, -*er*, and -*est*, -*ful*, -*less*, and -*ion*/*tion*/*sion*).
  + Identify examples of topic sentences for introduction paragraphs for a research report.
  + Blend words with suffixes *ly*, -*er*, and -*est*, -*ful*, -*less*, and -*ion*/*tion*/*sion*)
  + Build words with suffixes *ly*, -*er*, and -*est*, -*ful*, -*less*, and -*ion*/*tion*/*sion*).
* Language Comprehension Learning Goals for this unit:
  + Identify whether a read-aloud text tells a story or gives information.
  + Distinguish the shades of meaning among closely related verbs (e.g. *toss*, *throw*, *hurl*).
  + Identify facts, details, and visuals within a research report.
  + Locate key facts in a digital informational text.
  + Write lowercase letters *a*–*m*.
  + Identify examples of topic sentences for introduction paragraphs for a research report.
  + Use text features to locate key facts or information in a text.
  + Distinguish the shades of meaning among closely related adjectives. (e.g., *thin*, *slender*, *skinny*, *scrawny*).
  + Identify concluding statements within a research report.
  + Make predictions about a literary text using text features.
  + Write lowercase letters *n*–*z*.
  + Use technology to draft a research report to include gathering information, taking notes, and sorting details into categories.
  + Make predictions about text using knowledge of text features.
  + Use technology to draft a concluding statement of a research report.
  + Vocabulary

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| --- | --- |
| Unit 14: Ever-Changing Earth | |
| Lesson 1 | **details** – information that tells more about a fact  **facts** – things that are true  **informational texts** – texts that tell about real people, places, or things  **sources** – texts with information about a topic  **stories** – texts that tell about something that happens that may not be real  **suffix** – a word part added to the end of a base word to change its meaning  **visuals** – images that show information |
| Lesson 2 | **details** – information that tells more about a fact  **facts** – true statements about a topic |
| Lesson 3 | **caption** – words or sentences that describe a photo  **closing sentence** – the last part of a research report  **key facts** – the most important facts in an informational text  **subheadings** – titles that tell what a part of an informational text will be about  **topic** – who or what an informational text is about |
| Lesson 4 | **caption** – words or sentences that describe a photo  **closing sentence** – the last part of a research report  **key facts** – the most important facts in an informational text  **subheadings** – titles that tell what a part of an informational text will be about  **topic** – who or what an informational text is about |
| Lesson 5 | **bold print** – thick, dark letters  **closing sentence** – the last part of a research report  **glossary** – a list of hard words and their meanings  **index** – a list of topics in ABC order at the end of an informational text that shows the page where each topic can be found  **key facts** – the most important facts in an informational text  **key words** – important words in an informational text  **reflect** – to think deeply about something  **topic** – who or what an informational text is about |

**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/7c8ad793-8044-4e14-9c6e-8770d5b89163/DIBELS%208th%20Edition%20Oral%20Reading%20Fluency_Page_2_6.pdf) document within the Skills Check Assessment.
* Students need [THIS DOCUMENT](https://cite-media.pearson.com/legacy_paths/f4f4de34-ed2a-48c2-8937-bfc66c0c68a1/DIBELS%208th%20Edition%20Oral%20Reading%20Fluency_Page_7.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: Suffixes -ly, -ful, -less, -er, -est, -ion, -tion, -sion
* Spelling Words: gladly, explosion, useful, attention, softest, action, helpless, colder
* Custom Assessment (Sample Work) to consider: high, higher, highest; Jen is taller than Meg.
* 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 Ever-Changing Earth – Lesson 1 Page 4.)

* Decoding routine to use for this unit: [ELA 2B Unit 14 Suffixes ly.ful.less.er.est.ion.tion.sion](https://docs.google.com/presentation/d/1gUVyfhP7ZSHEbit2KhxdhwtX_FlRFDEp/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
  + Day 1: Slides 1-7
    - Phonological awareness, blending, letter-sound correspondence
  + Day 2: Slides 8-16
    - Decoding routine, letter-sound correspondence, decodable text
  + Day 3: Slides 17-25
    - Decoding pattern, phonological awareness, letter-sound correspondence, decodable text
  + Day 4: Slides 26-37
    - Phonological awareness, letter-sound correspondence, decodable texts, sentence dictation
  + Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
    - Additional decodable text not in decoding routine or Pearson Curriculum:
      * [A Snail's Shell](https://www.connexus.com/library/launch.aspx?id=102861)
      * [The Audition](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/119_Decodable_UFLIFoundations.pdf)
      * [Blast Decodables](https://drive.google.com/file/d/1GtpAK7qjf39_33SrdzPg302trQ3d7TDP/view?usp=share_link)
    - [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103305)
    - 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/)

**Unit – Time Zones**

In this unit, your student will be learning about time zones.

* Word Recognition Learning Goals for this unit:
  + Spell two- and three- syllable words with inflectional endings (e.g. *-s, -es, -ed, -ing*).
  + Read two- and three- syllable words with inflectional endings (e.g. *-s, -es, -ed, -ing*).
  + Blend two- and three- syllable words with inflectional endings (e.g. *-s, -es, -ed, -ing*).
  + Build two- and three- syllable words with inflectional endings (e.g. *-s, -es, -ed, -ing*).
  + Decode two- and three- syllable words with inflectional endings (e.g. *-s, -es, -ed, -ing*).
* Language Comprehension Learning Goals for this unit:
  + Identify whether a read-aloud text tells a story or gives information.
  + Identify the relationships between words and how they are used.
  + Read grade-level text orally with accuracy on successive readings.
  + Compare the most important points presented by two texts on the same topic.
  + Write uppercase letters *A–M*.
  + Identify how interjections are used.
  + Explain how specific images clarify a text.
  + Use interjections when writing and speaking.
  + Write uppercase *N–Z*.
  + Compare information using nonfiction text structures.
  + With support, read a book of choice.
  + Explain cause and effect relationships using nonfiction text structures.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 15: Time Zones | |
| Lesson 1 | **accuracy** – the quality of doing something without making mistakes  **facts** – things that are true  **fluently** – easily and smoothly  **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 |
| Lesson 2 | **compare** – tell how things are the same  **contrast** – tell how things are different  **details** – important pieces of information  **interjection** – a word or phrase that shows surprise or a strong feeling  **topic** – who or what an informational text is about |
| Lesson 3 | **caption** – words that tell about a picture  **details** – important pieces of information  **illustrations** – drawn or painted pictures in a book  **interjection** – a word or phrase that shows surprise or a strong feeling  **photos** – pictures taken with a camera |
| Lesson 4 | **cause** – something that makes another thing happen  **compare** – tell how things are the same  **contrast** – tell how things are different  **effect** – the result or thing that happens  **process** – a set of actions in order  **sequence** – the order of events  **text structure** – how a text is organized |

Synchronous Instruction:

* Decoding Pattern: Suffixes -s, -es, -ed, -ing
* Spelling Words: tickets, wondered, eyeglasses, happening, tosses, returning, collects, visited
* Custom Assessment (Sample Work) to consider: skate, skates, skating, skated; Skating on the ice is fun.
* 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 Time Zones – Lesson 1 Page 4.)

* Decoding routine to use for this unit: [ELA 2B Unit 15 suffixes s.es.ed.ing](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, letter-sound correspondence
  + Day 2: Slides 8-14
    - Decoding routine, letter-sound correspondence, decodable text
  + Day 3: Slides 15-22
    - Decoding pattern, phonological awareness, letter-sound correspondence, decodable text
  + Day 4: Slides 23-30
    - Phonological awareness, letter-sound correspondence, decodable texts, sentence dictation
  + Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
    - Additional decodable text not in decoding routine or Pearson Curriculum:
      * [The Camping Trip](https://www.connexus.com/library/launch.aspx?id=102873)
      * [Trip to the Baseball Park](https://ufli.education.ufl.edu/wp-content/uploads/2022/09/99_Decodable_UFLIFoundations.pdf)
      * [Blast Decodables](https://drive.google.com/file/d/1GtpAK7qjf39_33SrdzPg302trQ3d7TDP/view?usp=share_link)
    - [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103306)
    - 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/)

**Unit – Wonderful Water**

In this unit, your student will be learning about how water changes Earth.

* Word Recognition Learning Goals for this unit:
  + Spell consonant -*le* words (e.g., -*gle*, -*ble*, -*stle*).
  + Read consonant -*le* words (e.g., -*gle*, -*ble*, -*stle*).
  + Blend consonant -*le* words (e.g., -*gle*, -*ble*, -*stle*).
  + Build consonant -*le* words (e.g., -*gle*, -*ble*, -*stle*).
  + Decode consonant -*le* words (e.g., -*gle*, -*ble*, -*stle*).
* Language Comprehension Learning Goals for this unit:
  + Identify whether a read-aloud text tells a story or gives information.
  + Rearrange complete simple sentences when writing and speaking.
  + Create a works cited page using a standard format, with adult support as needed.
  + Identify the main purpose of a text.
  + Write favorite words accurately.
  + Edit a research report, with guidance and support as needed.
  + Determine the meaning of words and phrases in a text.
  + Rearrange complete compound sentences when writing and speaking.
  + Revise a sentence or group of sentences to add onomatopoeia, similes, and metaphors for effect.
  + Identify the structures an author uses to support specific points.
  + Present a research report concisely, with support from adults as needed.
  + Write your full name.
  + Vocabulary:

|  |  |
| --- | --- |
| Unit 16: Wonderful Water | |
| Lesson 1 | **facts** – things that are true  **informational text** – a text that tells about real people, places, or things  **predicate** – the part of a sentence that tells what the subject does or is  **simple sentence** – a sentence that tells one complete thought  **sources** – texts with information about a topic  **story** – a text that tells about something that happens that may not be real  **subject** – the part of a sentence that names who or what |
| Lesson 2 | **describe** – use details to tell who or what something is like  **edit** – reread what you write and fix mistakes  **explain** – tell the reason for or cause of something  **favorite** – describing something liked the best  **purpose** – why an author writes a book |
| Lesson 3 | **bold print** – thick, dark letters  **compound sentence –** a sentence that tells two complete thoughts  **context** – the words around a word or phrase that make its meaning clear  **context** – the words around a word or phrase that make its meaning clear  **dictionary** – a book or online source that lists words and their meanings  **glossary** – a list of a text’s hard words and their meanings  **predicate** – the part of a sentence that tells what the subject does or is  **publish** – make a final copy and share with others  **subject** – the part of a sentence that names who or what  **visuals** – images that show information |
| Lesson 4 | **cause** – something that makes another thing happen  **compare** – tell how things are the same  **contrast** – tell how things are different  **effect** – the result or thing that happens  **present** – tell about a topic or text as people listen  **publish** – make a final copy and share it with others  **sequence** – the order of events  **text structure** – how a text is organized |

Synchronous Instruction:

* Decoding Pattern: Consonant-le Syllables
* Spelling Words: riddle, jungle, castle, cable, turtle, giggle, simple, bottle
* Custom Assessment (Sample Work) to consider: bubble, paddle, table, maple; The cattle were unstoppable.
* 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 Wonderful Water – Lesson 1 Page 4.)

* Decoding routine to use for this unit: [ELA 2B Unit 16 consonant-le syllables and syllable review](https://docs.google.com/presentation/d/1z71gbJOiCLcn360jd4B_Be6KNDMpHR3t/edit?usp=drive_link&ouid=108083634139011951925&rtpof=true&sd=true)
  + Day 1: Slides 1-7
    - Phonological awareness, blending, letter-sound correspondence
  + Day 2: Slides 8-18
    - Decoding routine, letter-sound correspondence, decodable text
  + Day 3: Slides 19-24
    - Decoding pattern, phonological awareness, letter-sound correspondence, decodable text
  + Day 4: Slides 25-26
    - sentence dictation
  + Day 5: Teacher’s choice (based on LiveLessons and assessments, what do your students need to practice?)
    - Additional decodable text not in decoding routine or Pearson Curriculum:
      * [The Lost Turtle](https://www.connexus.com/library/launch.aspx?id=102876)
      * [A Trip to the Jungle](https://ufli.education.ufl.edu/wp-content/uploads/2022/08/76_Decodable_UFLIFoundations.pdf)
    - [Phrase cued texts](https://www.connexus.com/library/launch.aspx?id=103307)
    - 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/)

**Resources:**

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