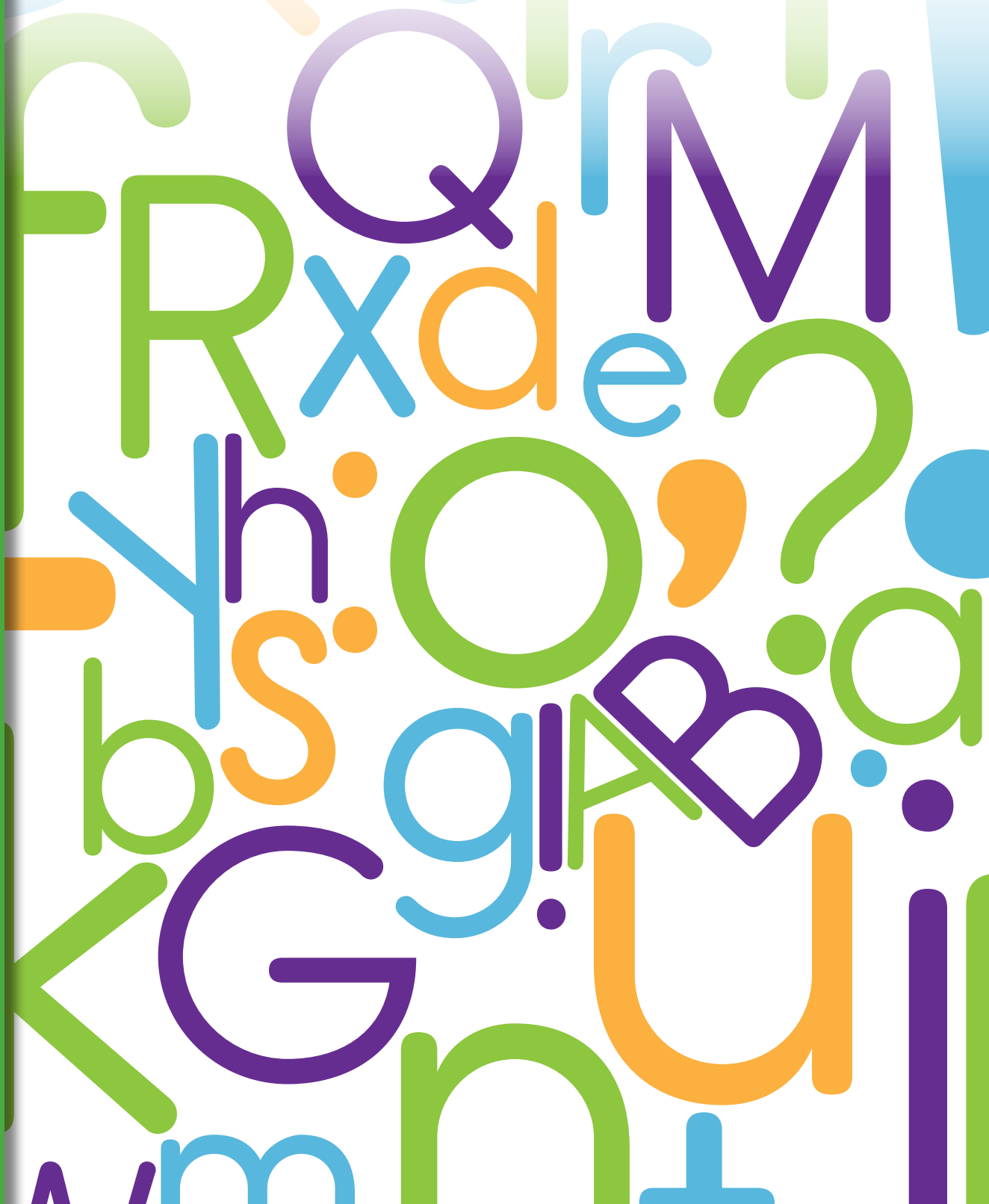
New York State Common Core

2 grade

ELA & Literacy Curriculum

Unit 1

Teacher Guide



GRADE 2 Core Knowledge Language Arts® • New York Edition • Skills Strand

Core Knowledge®

Unit 1

Teacher Guide

Skills Strand

GRADE 2

Core Knowledge Language Arts®
New York Edition

Core Knowledge®

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Table of Contents

Unit 1

Teacher Guide

Alignment Chart for Unit 1 v

Introduction 1

Back-to-School Week 12

Lesson 1: Basic Code Spellings for /a/, /i/, /p/, /b/, /t/, /d/ 16

Lesson 2: Basic Code Spellings for /o/, /e/, /u/, /k/, /g/ 23

Lesson 3: Basic Code Spellings for /k/, /j/, /v/, /f/, /h/, /l/ 29

Lesson 4: Basic Code Spellings for /th/, /<u>th</u>/, /n/, /ng/, /sh/, /ch/ 34

Lesson 5: Basic Code Spellings for /s/, /z/, /m/, /w/, /r/, /y/, /x/, /qu/ 39

Assessment 44

Lesson 6: Assessment "Snacks" 47

Lesson 7: Assessment "Prince Vincent" 51

Lesson 8: Assessment "The Beach" 58

Lesson 9: Assessment "Sink or Float" 60

Lesson 10: Assessment Word Reading Placement 62

Placement 63

Review Lessons

Lesson 11: Tricky Words: *the*, *he*, *she*, *we*, *be*, *me*; Double Letter Spellings 'bb', 'cc', 'ck', 'dd', 'ff', 'gg', 'll' 77

Lesson 12: Tricky Words: *was*, *of*, *a*; Double Letter Spellings 'mm', 'nn', 'pp', 'rr', 'ss', 'tt', 'zz' 84

Lesson 13: Read Two-Syllable Words 91

Lesson 14: Tricky Words: *do*, *down*, *how*, *to*; Tricky Spelling 'g' 97

Lesson 15: Tricky Spelling 'c' 104

Lesson 16: Spelling Alternatives 'qu', 'wh', 'wr', 'kn' 112

Lesson 17: Tricky Words: *what*, *where*, *why*, *from*; Spelling Alternatives 'ge', 've' 117

Lesson 18: Tricky Words: *once*, *one*; Spelling Alternatives 'se', 'ce', 'tch' 123

Lesson 19: Past Tense *–ed* 129

Lesson 20: Tricky Spelling 's' 135

Lesson 21: Tricky Spelling 'n'; Tricky Words: *could*, *would*, *should* 141

Lesson 22: Tricky Words: *there*, *said*, *says*, *word*; Unit Assessment 146
Pausing Point 154
Appendices
A: Overview of the Skills Strand 192
B: Grade 1 Scope and Sequence. 215
C: Program Components 218
Teacher Resources 221
Workbook Answer Key 225

Alignment Chart for Unit 1

		Lesson																					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Reading Standards for Literature: Grade 2																							
Range of Reading and Level of Text Complexity																							
STD RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.																						
CKLA Goal(s)	Read and understand decodable text of appropriate complexity for Grades 2–3 that incorporates the specific code knowledge taught								✓			✓	✓										
Range of Reading and Level of Text Complexity																							
STD RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently.																						
CKLA Goal(s)	Read independently and demonstrate understanding of nonfiction/informational text in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range								✓														
Reading Standards for Foundational Skills: Grade 2																							
Phonics and Word Recognition																							
STD RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.																						
STD RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.																						
CKLA Goal(s)	Use knowledge of the letter sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words **Unit 1:** 'a' > /a/; 'e' > /e/; 'i' > /i/; 'o' > /o/; 'u' > /u/	✓	✓	✓	✓	✓			✓			✓	✓										

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Alignment Chart for Unit 1

		Lesson																					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
STD RF.2.3c	Decode regularly spelled two-syllable words with long vowels.																						
CKLA Goal(s)	Decode two-syllable words with any combination of the following syllable types: closed syllables; magic –*e* syllables; vowel digraph syllables; r-controlled syllables; open syllables; consonant –LE syllables													✓									
STD RF.2.3d	Decode words with common prefixes and suffixes.																						
CKLA Goal(s)	Read and write words with the following inflectional endings and suffixes: **Unit 1:** *–ing, –ed*													✓			✓			✓	✓		
STD RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.																						
CKLA Goal(s)	Read and write words with the following letter-sound correspondences: 'a' as /a/ (*hat*), /ae/ (*paper*), /ə/ (*about*), or /aw/ (*wall*); 'i' as /i/ (*hit*), /ie/ (*item*), or /ee/ (*ski*); 'o' as /o/ (*hop*), /oe/ (*open*), or /u/ (*son*); 'e' as /e/ (*pet*), /ee/ (*me*), or /ə/ (*debate*); 'u' as /ue/ (*unit*) or /u/ (*but*); 'y' as /y/ (*yes*), /ie/ (try), /i/ (*myth*), or /ee/ (*funny*); 'ir' (*bird*), 'ur' (*hurt*), or 'er' as /er/ (*her*); 'ar' > /ar/ (*car*) or /or/ (*war*); 'al' > /ə/ + /l/ (*animal*); 'il' > /ə/ + /l/ (*pencil*); 'ul' > /ə/ + /l/ (*awful*); 'el' > /ə/ + /l/ (*travel*), 'le' > /ə/ + /l/ (*apple*); 'tion' > /sh/ + /ə/ + /n/; 'ph' > /f/ (*phone*); 'ch' > /k/ (*school*); 'a' > /o/ (*water*)	✓	✓	✓	✓	✓			✓			✓		✓									

Alignment Chart for Unit 1

		Lesson																					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
STD RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.																						
CKLA Goal(s)	Read the following tricky words **Unit 1:** *he*, *she*, *we*, *be*, *me*, *the*, *was*, *of*, *a*, *do*, *down*, *how*, *to*, *two*, *what*, *where*, *why*, *from*, *once*, *one*, *could*, *would*, *should*, *there*, *said*, *says*, *why*, *word*											✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Fluency																							
STD RF.2.4	Read with sufficient accuracy and fluency to support comprehension.																						
CKLA Goal(s)	Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓		✓	✓
STD RF.2.4a	Read grade-level text with purpose and understanding.																						
CKLA Goal(s)	Read and understand decodable text that incorporates letter-sound correspondences taught with purpose and understanding	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓		✓	✓
STD RF.2.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.																						
CKLA Goal(s)	Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings														✓	✓				✓			
STD RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.																						
CKLA Goal(s)	Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary	✓	✓	✓	✓	✓	✓	✓	✓	✓													

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Alignment Chart for Unit 1

		Lesson																					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Additional CKLA Goals																							
CKLA Goal(s)	Read and write words in which 'c' > /k/ as in *cat* or /s/ as in *city*; 'g' > /g/ as in *got* or /j/ as in *gem*														✓	✓	✓		✓		✓		
Text Types and Purposes																							
Speaking and Listening Standards: Grade 2																							
Presentation of Knowledge and Ideas																							
STD SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language.)																						
CKLA Goal(s)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification							✓															
Language Standards: Grade 2																							
Conventions of Standard English																							
STD L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																						
STD L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).																						
CKLA Goal(s)	Use both regular and irregular past-, present-, and future-tense verbs orally and in own writing																			✓			
STD L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).																						
CKLA Goal(s)	Use and expand complete simple and compound sentences orally and in own writing										✓												

Alignment Chart for Unit 1

		Lesson																					
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
STD L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																						
STD L.2.2d	Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).																						
CKLA Goal(s)	Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed	✓	✓	✓	✓	✓					✓					✓						✓	✓
Vocabulary Acquisition and Use																							
STD L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.																						
STD L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).																						
CKLA Goal(s)	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*)						✓			✓													

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Introduction to Unit 1

Welcome

Dear Second-Grade Teacher,

Welcome to the Core Knowledge Language Arts (CKLA) program! This program has been carefully researched and crafted in order to make every student in your classroom a reader. The Skills portion of the program includes the following components:

- Teacher Guide
- Student Workbook
- Student Reader
- Consonant and Vowel Code Flip Books and Spelling Card Set
- Individual Code Chart
- Media Disk
- *Assessment and Remediation Guide*

Unit 1 will be a review for students who completed the Grade 1 CKLA program. In Unit 1, students will review: (1) a number of spellings from Grade1 with an emphasis on consonant sounds; (2) one- and two-syllable words; and (3) a number of high-frequency Tricky Words. They will also read new decodable stories from the Unit 1 Reader, *The Cat Bandit*.

Unit Organization

Back-to-School Week Lessons (1–5)

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

Student Performance Task Assessment and Placement Lessons (6–10)

Throughout the program, you will see this symbol (⑩) whenever an assessment is indicated. Details regarding the assessments are described in further detail in the Assessment and Placement sections later in the unit. It is imperative for students to be placed in groups corresponding to their reading performance. Students must receive instruction commensurate with their reading development and knowledge of the code.

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

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

The review of spellings-to-sounds is good preparation for reading single words and decodable stories because it requires students to see a letter and say a sound, a required skill for reading printed words. Throughout Units 1 and 2, the primary focus is on recognizing spellings and reading words rather than on hearing sounds and spelling words.

This spellings-to-sounds format allows for a rapid review of spellings, most of which should be familiar to students. Although the pace of the spellings-to-sound review of Unit 1 is rapid, it should be appropriate for students who have already learned the bulk of these letter-sound correspondences. However, the pace will be too rapid for students who know only a few of the letter-sound correspondences covered in Unit 1. The Story Reading Assessment and the Word Reading Assessment will identify students who struggle with recognition of these letter-sound correspondences. Following administration of these assessments, some students should be placed at an earlier point of the CKLA grade-level materials for Skills instruction.

Pausing Point

A Pausing Point section is included at the end of each unit. The Pausing Point lists additional exercises you may assign if students need more work to achieve mastery of a particular spelling or concept. The Pausing Point exercises are organized by objective and target specific skills. You may choose to use the Pausing Point activities upon the completion of Unit 1. Alternatively, sidebars throughout the Teacher Guide will notify you of Pausing Point activities that pertain to skills being covered in the lessons. When using Pausing Point activities before the very end of the unit, be sure to check the word lists as they may contain words not yet decodable, but will be decodable by the end of Unit 1. You might need to use a subset of the words listed, limiting yourself to the decodable words.

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Week One				
Day 1 (Lesson 1)	**Day 2 (Lesson 2)**	**Day 3 (Lesson 3)**	**Day 4 (Lesson 4)**	**Day 5 (Lesson 5)**
Code Flip Books and Chart Review (15 min)	Code Flip Books and Chart Review (15 min)	Consonant Code Flip Book and Chart Review (15 min)	Consonant Code Flip Book and Chart Review (15 min)	Consonant Code Flip Book and Chart Review (15 min)
Teacher Chaining (10 min)	Teacher Chaining (10 min)	Teacher Chaining (10 min)	Teacher Chaining (10 min)	Teacher Chaining (10 min)
Dictation (10 min)	Dictation (10 min)	Dictation (10 min)	Dictation (10 min)	Dictation (10 min)
Whole Group: "Kate Visits Nan" (15 min)	Whole Group: "The Campsite" (15 min)	Whole Group: "The Hike" (15 min)	Whole Group: "The Bone Man" (15 min)	Whole Group: "The Big Dig" (15 min)
Story Questions (10 min)	Story Questions (10 min)	Story Questions (10 min)	Story Questions (10 min)	Story Questions (10 min)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two				
Day 6 (Lesson 6)	**Day 7 (Lesson 7)**	**Day 8 (Lesson 8)**	**Day 9 (Lesson 9)**	**Day 10 (Lesson 10)**
Student Performance Task Assessment "Snacks"	Student Performance Task Assessment "Prince Vincent"; Word Reading Assessment	Student Performance Task Assessment "The Beach"; Word Reading Assessment	Student Performance Task Assessment "Sink or Float"; Word Reading Assessment	Student Performance Task Assessment Word Reading Placement Assessment
Worksheet	Worksheet	Worksheet	Worksheet	Worksheet
60 min.	60 min.	60 min.	60 min.	60 min.

Week Three				
Day 11 (Lesson 11)	**Day 12 (Lesson 12)**	**Day 13 (Lesson 13)**	**Day 14 (Lesson 14)**	**Day 15 (Lesson 15)**
Introduce Spelling Words and Family Letter (15 min)	Sentence Capitalization and Punctuation (5 min)	Consonant Code Flip Book Review (5 min)	Tricky Words Practice (10 min)	Spelling Assessment and Procedures (15 min)
Today's Tricky Words: *the*, *he*, *she*, *we*, *be*, *me* (10 min)	Today's Tricky Words: *was*, *of*, *a* (10 min)	Two-Syllable Words (15 min)	Today's Tricky Words: *do*, *down*, *how*, *to* (10 min)	Tricky Spelling 'c' (15 min)
Double-Letter Spellings for Consonant Sounds (15 min)	Double-Letter Spellings for Consonant Sounds (15 min)	Suffix Spelling Patterns (15 min)	The Tricky Spelling 'g' (15 min)	Tricky Spelling 'c' (10 min)
Partner Reading: "The Hot Dog" (20 min)	Whole Group: "The Chicken Nugget" (15 min)	Small Group: "The Chicken Nugget"; Group 1: Partner Reading; Group 2: Reading with Teacher (25 min.)	The Tricky Spelling 'g' (10 min)	Small Group: "The Snack Mix"; Group 1: Reading with Teacher; Group 2: Partner Reading (20 min)
	Order of Story Events (15 min)		Small Group: "The Snack Mix"; Group 1: Partner Reading; Group 2: Reading with Teacher (15 min)	
60 min.	60 min.	60 min.	60 min.	60 min.

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Week Four				
Day 16 (Lesson 16)	**Day 17 (Lesson 17)**	**Day 18 (Lesson 18)**	**Day 19 (Lesson 19)**	**Day 20 (Lesson 20)**
Introduce Spelling Words and Review Family Letter (15 min)	Unscramble Decodable Sentences (5 min)	Sentence Capitalization and Punctuation (5 min)	Tricky Words Practice (10 min)	Student Spelling Assessment (15 min)
Review of Spelling Alternatives for Consonant Sounds (15 min)	Review of Spelling Alternatives for Consonant Sounds (15 min)	Today's Tricky Words: *once*, *one* (10 min)	Past Tense *–ed* (15 min)	Tricky Words Review (10 min)
Spelling Alternatives for Consonant Sounds (10 min)	Sound-Spelling Practice (10 min)	Review of Spelling Alternatives for Consonant Sounds (15 min)	Sound Search Worksheet (10 min)	The Tricky Spelling 's' (20 min)
Whole Group: "The Ham" (20 min)	Today's Tricky Words: *what*, *where*, *why*, *from* (10 min)	Sound-Spelling Practice (10 min)	Small Group: "The Milk" Group 1: Partner Reading; Group 2: Reading with Teacher (25 min)	The Tricky Spelling 's' (15 min)
	Whole Group: "The Fish" (20 min)	Whole Group: "The Milk" (20 min)		
60 min.	60 min.	60 min.	60 min.	60 min.

Week Five	
Day 21 (Lesson 21)	**Day 22 (Lesson 22)**
Introduce Spelling Words (15 min)	Today's Tricky Words: *there*, *said*, *says*, *word* (10 min)
Sounds and Spellings Review (10 min)	Comprehension Assessment "The Catfish" (20 min)
Today's Tricky Words *could*, *would*, *should* (10 min)	Wiggle Cards (5 min)
Partner Reading: "The Chips" (25 min)	Dictation Identification (10 min)
	Skills Assessment (15 min)
	Student Spelling Assessment
60 min.	60 min.

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Unit Overview

Review of Vowel Spellings

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

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

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

Review of Consonant Spellings

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

- 't' > /t/ (*top*), 'tt' > /t/ (*sitting*), and 'ed' > /t/ (*asked*)
- 'd' > /d/ (*dot*), 'dd' > /d/ (*add*), and 'ed' > /d/ (*filled*)
- 'p' > /p/ (*pot*) and 'pp' > /p/ (*napping*)
- 'b' > /b/ (*bat*) and 'bb' > /b/ (*rubbing*)
- 'c' > /k/ (*cat*), 'k' > /k/ (*kid*), 'cc' > /k/ (*hiccup*), and 'ck' > /k/ (*black*)
- 'g' > /g/ (*gift*) and 'gg' > /g/ (*egg*)
- 'ch' > /ch/ (*chin*) and 'tch' >/ch/ (*itch*)
- 'j' > /g/ (*jump*), 'g' > /g/ (*gem*), and 'ge' >/ ge/ (*fringe*)
- 'f' > /f/ (*fit*) and 'ff' > /f/ (*stuff*)
- 'v' > /v/ (*vet*) and 've' > /v/ (*twelve*)
- 's' > /s/ (*sun*), 'ss' > /s/ (*dress*), 'c' > /s/ (*cent*), 'se' > /s/ (*rinse*), and 'ce' > /s/ (*prince*)
- 'z' > /z/ (*zip*), 'zz' > /z/ (*buzz*), and 's' > /z/ (*dogs*)
- 'th' > /th/ (*thin*) as a spelling for (unvoiced) /th/
- 'th' > /<u>th</u>/ (*them*) as a spelling for (voiced) /<u>th</u>/

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- ‘m’ > /m/ (*mad*) and ‘mm’ > /m/ (*swimming*)
- ‘n’ > /n/ (*nut*), ‘nn’ > /n/ (*running*), and ‘kn’ > /n/ (*knock*)
- ‘ng’ > /ng/ (*sing*) and ‘n’ > /ng/ (*pink*)
- ‘sh’ > /sh/ (*shop*)
- ‘h’ > /h/ (*hot*)
- ‘w’ > /w/ (*wet*) and ‘wh’ > /w/ (*when*)
- ‘l’ > /l/ (*lip*) and ‘ll’ > /l/ (*bell*)
- ‘r’ > /r/ (*red*), ‘rr’ > /r/ (*ferret*), and ‘wr’ > /r/ (*wrist*)
- ‘y’ > /y/ (*yes*)
- ‘x’ > /x/ (*tax*) as a spelling for the sound combination /x/ (/k/ + /s/)
- ‘qu’> /qu/ (*quit*) as a spelling for the sound combination /qu/ (/k/ + /w/)

The list includes the basic code spelling for each consonant sound as well as some common spelling alternatives. When a sound can be spelled more than one way, we say it has *spelling alternatives*. For example, the sound /k/ can be spelled several different ways: *cat*, *kit*, *soccer*, and *rock* are the four spellings reviewed quickly in Unit 1.

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

In digraph spellings, two letters stand for one sound, but they are not the same two letters. You may choose to teach students the terms *digraph* and *trigraph*. An alternative, which works for both digraphs and trigraphs, is to characterize the letters as a “letter team,” where two letters work together to stand for one sound. Whatever terms you use, it is extremely important for students to understand a letter can stand for a single sound all by itself or it can work with other letters to stand for a single sound. For example, when discussing the word *rinse*, we encourage you to talk about how the ‘s’ and the ‘e’ work together as a letter team to stand for the /s/ sound, just like the letters ‘t’ and ‘h’ work together to stand for the /th/ sound in the word *with*.

The consonant sounds are listed in a particular order to help you learn more about the sounds. The first 14 consonants are unvoiced and voiced pairs like /s/ and /z/, /f/ and /v/. When comparing these sounds, you will notice your vocal box vibrates when saying voiced consonants, while it does not with unvoiced consonants. The voiced and voiceless pairs sometimes “share”

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spellings. For example, ‘s’ is a spelling for the voiceless /s/ in *cats* and the voiced /z/ in *dogs*. Having a deep understanding about the sounds of our language can help you explain sounds and spellings to students.

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

Review of Tricky Words

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

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

Review of Two-Syllable Words

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

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Review of the Past Tense Suffix *–ed*

The past tense suffix *–ed* is reviewed in Unit 1 (the suffix *–ed* is also referred to as the past tense marker and the past tense ending). It can be pronounced three different ways:

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

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

A Note on Spelling, Grammar, and Writing

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

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

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

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

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

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Decodable Stories and Worksheets

The Cat Bandit

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

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

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

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

Whole group reading

Students should follow along as classmates take turns reading aloud. However, avoid Round Robin reading.

Small group reading

Some students can read aloud in a small group with the teacher, while other students partner read or engage in other activities.

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

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Comprehension is the goal of learning to read. We include comprehension and discussion questions in the Teacher Guide. The questions in the Discussion Questions boxes are labeled *Literal*, *Inferential*, or *Evaluative*. Literal questions can be answered by citing a specific text reference or illustration. Inferential questions require understanding and interpretation of text or illustrations. Evaluative questions require students to access prior knowledge, synthesize, and hypothesize an answer.

Components

Teacher Guides

The Teacher Guides outline the lessons. There is one Teacher Guide for each of the six units.

Workbooks

Workbooks contain worksheets for students to complete as part of the lesson as well as Pausing Point worksheets for additional practice. There is one Workbook for each unit and every student needs a copy. In the early units, most directions will contain words that are not decodable based on the code knowledge taught. These directions are printed vertically along the margin of the page so a family member or the classroom teacher will read them to students. In later units, as more words become decodable, directions are written at the top of the worksheet for students to read independently.

Readers

The Readers for Units 1–4 contain 100% decodable text for students to read. There is one Reader for each unit and all students should have their own copy. Not all stories in each Reader are read during class time; some selections are provided for use as enrichment, evaluation, and/or reteaching. Although not all words in Unit 5 are decodable based on the code knowledge taught, students are taught to apply what they know to segments of words. This assists students in learning how to read unfamiliar text. Unit 5 provides a foundation for students to read content vocabulary in Unit 6. The Reader in Unit 6 contains content vocabulary based on the War of 1812.

Code Flip Books

Each classroom should have two Code Flip Books. One chart has all of the vowel spellings and the other has all of the consonant spellings. These charts have replicas of the Spelling Cards on each page. Throughout the grade, teachers will be directed to turn to specific pages for the explicit teaching of the lesson.

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Individual Code Charts

Students are provided with a condensed copy of the Code Flip Books, called the Individual Code Chart. These charts are referenced in all units. As students learn or review code knowledge, they are asked to use markers to trace over the Sound Spelling Cards to acknowledge learning them. By the end of Grade 2, students will have traced over all of the sound spellings in the Individual Code Charts. Students are encouraged to use their Individual Code Chart as a reference throughout the school day whenever they are reading and writing.

Spelling Cards

Each classroom has one set of the Spelling Cards. These are the size of a deck of cards. They are referenced in lessons. Teachers will be directed to tape these cards to each Code Flip Book as they explicitly teach the sound spellings.

Media Disk

The Media Disk allows you to present a Skills story as a demonstration story using a computer and a projector or Smart Board. The disk may also be used on a single computer by students who wish to read the story in a different format for practice.

Additional Support Materials

Assessment and Remediation Guide

A separate publication, the *Assessment and Remediation Guide*, provides further guidance in assessing, analyzing, and remediating specific skills. This guide can be found online at http://www.coreknowledge.org/AR-G2-U1. Refer to this URL for additional resources, mini-lessons, and activities to assist students who experience difficulty with any of the skills presented in this unit.

The Fluency Packet

The *Fluency Packet* is provided for use at your discretion. Please see the Introduction section in the packet which outlines directions for its use. The Fluency Packet can be found online at http://www.coreknowledge.org/G2-FP.

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Back-to-School Week

We have created these Back-to-School lessons (Lessons 1–5) to help students remember the daily routines and exercises associated with Core Knowledge Language Arts (CKLA). In addition to reacquainting students with these routines, the lessons are also designed to ensure the results of the placement assessments administered in Lessons 6–10 accurately reflect the reading skills and code knowledge students mastered at the end of last school year.

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

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

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

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

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

Code Flip Book and Individual Code Chart Review

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

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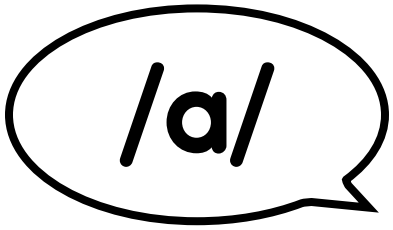
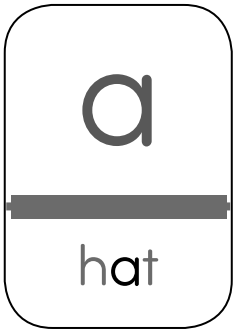
The Code Flip Books are used with a set of Spelling Cards affixed to the appropriate Code Flip Book pages as sounds and spellings are reviewed in Unit 1. The Code Flip Books show (in gray print) the spellings for all sounds taught in Grade 2. As you review the sounds in this unit (and introduce new sounds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

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



The other side of the card shows three things:



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

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

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

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

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

To take full advantage of the Individual Code Charts, it is important that you and students understand the logic with which the various letter-sound correspondences have been grouped on the Individual Code Charts:

- Consonant sounds are grouped separately from vowel sounds.
- Consonant sounds resembling one another are often included on the same chart. For example, Code Charts 1–4 show voiced and unvoiced consonant sounds and similar spellings.
- Code Charts 5–6 include all of the remaining, unrelated consonant sounds and spellings.
- Spellings for short vowel sounds are included on Code Chart 7, with the spellings for long vowel sounds on Code Chart 8. Code Chart 9 groups all of the vowel digraph spellings and Code Chart 10 includes the spellings for r-controlled vowels.

Chaining

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

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

During the Back-to-School lessons, present the chaining exercise exactly as it is written.

Dictation

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

Once the dictation is completed, review and model the correct spelling for each word and instruct students to correct their own work by simply crossing out

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any incorrect spelling, then copying and writing the correct spelling next to it. There should be no stigma associated with having spelled a word incorrectly; teachers may want to comment that it's normal to make mistakes, especially at the beginning of the year. Emphasize to students the importance of recognizing and understanding when a mistake has been made and correcting the error.

Students should complete dictation exercises in a notebook, which offers the advantage of providing an ongoing written record of each student's work.

Oral Reading

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

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

Story Comprehension

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

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

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

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

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