

Grade 3 Foundations

Unit Title: Unit 1 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Foundational Skills

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

NJSLS ELA Speaking and Listening

- **SL.PE.2.1.** - Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A** - Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.b.** - Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.c.** - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.ES.2.3.** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **SL.AS.2.6** - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

NJSLS ELA Language

- **L.WF.2.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.2.A-** Regular, single-syllable words that include:
 - o i. Position- based patterns (ch,-tch; k, -ck; -ge, -dge).
 - o ii. Complex consonant blends (scr, str, squ).
 - o iii. Less common vowel teams for long vowels (scr, str, squ).
 - o iv. Vowel-r combinations (turn, star, third, four/for).
 - o v. Contractions (we'll; i'm; they've; don't).
 - o vi. Homophones (bear, bare; past, passed).
 - o vii. Plurals and possessives (its, it's).
- **L.WF.2.3-** Demonstrate command and use of conventions of writing including those listed under grade one foundational skills
- **L.WF.2.3.A-** With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary
- **L.WF.2.3.C-** Supply adjectives in noun phrases to make them more precise or engaging
- **L.WF.2.3.F-** Use an apostrophe to form contractions and frequently occurring possessives
- **L.KL.2.1-** Use knowledge of language and its conventions when writing, speaking, reading or listening

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

Central Idea / Enduring Understanding:

Students will...

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Segment syllables into sounds.
- Identify word structures (vowels, consonants, blends, digraphs, digraph blends).
- Identify closed syllables
- Read and spell words with short vowels.
- Read and spell high-frequency words.
- Use correct writing position and pencil grip.

Essential/Guiding Question:

- How are sounds represented by letters?
- How do letter sounds help me read words I do not know?
- How do letter patterns help me learn to read words I do not know?
- What is a syllable?
- What is a syllable type and how can it help us to read unfamiliar words?

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<ul style="list-style-type: none"> • Write clear, legible manuscript at an appropriate rate. 	
<p>Content:</p> <p>Big Idea: Builds on the basic skills that were learned in Kindergarten and Level 1 and progresses further into the study of word structure.</p> <p>Learning Activity Overview:</p> <ol style="list-style-type: none"> 1. Dictation/Sounds: Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation. 2. Dictation/Words (Single Syllable Words): Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word. 3. Dictation/Trick Words: Students practice the spelling of high-frequency words. 4. Dictation Sentences: Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance. 5. Drill Sounds/Warm-Up: Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words. 6. Echo/Find Letters: Students reinforce their skill of matching a letter to a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling. 7. Echo/Find Words (Single Syllable Words): Students segment sounds and identify the letter(s) that go with each segmented sound. Segmenting is done with finger tapping. 8. Trick Words: Students learn non-phonetic words using gross motor memory. 9. Word of the Day: Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit. 	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> • Letter-keyword sound for consonants and vowels • Concept of consonant digraphs • Letter-keyword sound for digraphs • Concept of consonant blends • Concept of digraph blends • Spelling of /k/ sound • Closed syllable type • Sample words: quilt, elf, shred, kick, crush

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10. **Word Talk:** Designed to practice decoding and review past concepts and vocabulary. It helps to develop accuracy and automaticity of word reading.
11. **Make it Fun:** Designed to reinforce the unit concepts or review previously taught concepts with a game activity.

Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook
- Student Composition Book
- Direct Observation of Daily Work:
 - o Letter-Keyword-Sounds
 - o Tapping
 - o Student Work on Dry Erase Board
 - o Student Work on Letter Board
 - o Student Work on Gel Board
 - o Marking
 - o Scooping
- Handwriting
- Dictation
- Letter Sound Correspondence
- Spelling
- Punctuation and Capitalization
- Questioning to Guide Student Learning and Mastery
- Student Collaboration
- Independent Application of Skills in Reading and Writing

Other Evidence:

- Assessment of Student Mastery
 - o Unit Tests
 - o Dictation (Day 5 Check-up)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Orientation Day 1 in Foundations

Review Echo –

Introduce Echo and Baby Echo, and explain that they will help students learn new sounds this year.

Drill Sounds/Warm-Up –

Arrange Standard Sound Cards on chart as displayed on page T63. Complete the following Learning Activity procedures.

- **Standard Sound Cards:** Say letter-keyword-sound for all consonants and vowels, student repeat. T64

Distribute Student Materials –

Hand out Level 2 student consumable and durable materials to students. T65

Alphabetical Order –

Students place magnetic letter tiles randomly on their letter boards. Students sequentially place letter tiles onto their

Resources:

Orientation Day 1 in Foundations

- Echo
- Baby Echo
 - o used throughout lesson
- Standard Sound Cards
- Level 2 Student Consumable and Durable Materials
- Magnetic Letter Board and Tiles

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letter boards in four rows, referring to Standard Sound Card display. T65

Echo/Find Letters –

Say a sound. Students echo and find the letter on their letter board. (*a, e, l, o, u, j, y, x, qu, w*) T65

Orientation Day 2 in Foundations

Drill Sounds/Warm-Up – Complete the following Learning Activity procedures.

- **Standard Sound Cards**
All consonants and vowels. T66

Review Large Writing Grip and Pencil Grip –

Review line names and usage. T66

Review Pencil Grip –

Using the 1-2-3 Right/Let's Write posters, review pencil grip. T67

Echo/Letter Formation –

Students echo and follow verbalizations to practice writing letters in one group at a time. T67

Week 1 Day 1 in Foundations

Drill Sounds/Warm-Up –

Arrange Standard Sound Cards on chart as displayed on page T71. Complete the following Learning Activity procedures.

- **Large Sound Cards**
Practice new or challenging sounds. Show large card and say letter-keyword-sound. Students repeat.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants. T74

Introduce New Concepts –

- **Review Tapping to Read Words**
Make words with Standard Sound Cards, review tapping words with the primary consonant sounds and short vowel sounds.
- **Review Digraphs**
Review digraphs, and tapping, emphasizing that a digraph gets one tap, since it is one sound. (*sh, ch, th, wh, ck*)
- **Review Markings of Digraphs**
Build real and nonsense words and remind students that digraphs within a word are underlined.
- **Student Notebook Entry**

- Magnetic Letter Board and Tiles
- Unit Sound Resource List

Orientation Day 2 in Foundations

- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson
- Large writing grid poster
- 1-2-3 Right/Let's Write Poster (PLC)
- Pencil Grip Pictures (PLC)
- Letter Formation Guides (PLC)
- Large writing grid
- Dry Erase Writing Tablets, Markers, Erasers

Week 1 Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson
- Standard Sound Cards
- Unit Word Resource List
- Student Notebook

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Students color the pictures of the digraphs and short vowels in the Sound section of their Student Notebooks. T74-75

Week 1 Day 2 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants. T76

Word of the Day –

Build Word of the Day and discuss word meaning.

- **Review Concepts**
Reteach the concept of digraphs, student marks digraph.
- **Make Words**
Use Standard Sound Cards, to make several Unit words. Students tap and read.
- **Student Notebook Entry**
Students write the word in the Vocabulary section of their Student Notebook. (*rich*) T76

Introduce New Concepts –

- **Review Spelling**
Students add digraph tiles to their letter boards.
- **Echo/Find Letters**
Say a sound. Students echo and find the letter on their letter board.
- **Review Tapping for Spelling**
Say word. Students tap out sounds and build the word on their letter board.
- **Review Spelling of /w/ Sound**
Dictate **win**. Students tap sounds. Discuss the sounds made by **w** and **wh**. T77

Week 1 Day 3 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants. T78

Introduce New Concepts –

- **Review Blends**
Using Standard Sound Cards, build words, differentiating between digraphs and blends. Tap, using one finger for digraphs, and two for blends.
- **Review Marking of Blends**

Week 1 Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Student Notebook

- Magnetic Letter Boards
- Letter Tiles
- Standard Sound Cards
- Unit Word Resource List

Week 1 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Magnetic Letter Boards
- Letter Tiles
- Standard Sound Cards
- Unit Word Resource List

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Using Standard Sound Cards, build words and mark, differentiating between digraphs and blends. One line for digraphs, individual lines for blends.

- **Review Three-Letter Blends**

Using Standard Sound Cards, build, tap, and mark words containing three-letter blends.

- **Review Digraph Blends**

Using Standard Sound Cards, build and mark words containing digraph blends.

- **Review Spelling**

Dictate word. Students echo the word and tap out sounds. Students build the word on their letter boards, one builds and marks the word with Standard Sound Cards. T78-79

Week 1 Day 4 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**

New or challenging sounds.

- **Standard Sound Cards**

All vowels, new or challenging sounds, 4-5 other consonants. T80

Word of the Day –

Build Word of the Day and discuss word meaning.

- **Review Concepts**

Reteach the concept of digraphs and digraph blends, student marks word.

- **Make Words**

Use Standard Sound Cards, to make several Unit words. Students tap and read.

- **Student Notebook Entry**

Students write the word in the Vocabulary section of their Student Notebook. (*shred*) T80

Dictation (Dry Erase) –

- **Unit Sounds**

Dictate 3 sounds from the Unit Resource List of Echo Sounds, students write letters that correspond to the sounds.

- **Unit Words**

Dictate 3 current words, students tap and orally spell words. All spell chorally, one student writes on Large Writing Grid, while the others write on Dry Erase Writing Tablets.

- **Sentence**

Say sentence with phrasing, students echo. Student places a blank Sentence Frame for each word, circle frame for trick words, write sentence. Proofread, students write sentence on Dry Erase Boards. T81

Week 1 Day 4 in Foundations

- Large Sound Cards

- Standard Sound Cards

- Echo and/or Baby Echo

- used throughout lesson

- Unit Word of the Day Cards

- Large Writing Grid

- Student Notebook

- Unit Word Resource List

- Unit Resource List of Echo Sounds

- Large Writing Grid

- Dry Erase Writing Tablets, Markers, Erasers

- Sentence Frames

- Sentence Resource List

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Week 1 Day 5 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants. T82

Make It Fun –

- **Pop-Ups**

One group comes to the front, while the rest of class taps words. Dictate word, while tapping, students in the group, one at a time, pop up for each sound. Build word with Standard Sound Cards and chorally spell and say. T82

Echo/Find Letters and Words –

- **Echo/Find Letters**

Say a sound, have students echo and point to the letter(s) on their Magnetic Letter Boards. (*vowels, 3-5 other sounds*)

- **Echo/Find Words**

Dictate word, students tap and find Letter Tiles needed to make the word. One Students builds word with Standard Sound Cards. T83

Introduce New Concepts –

- **Teach Spelling with Blank Tiles**

Students add blank salmon and ivory tiles to their Letter Boards and use blank magnetic tiles to spell words. Dictate a word. Students echo, tap the word, find blank tiles, and name corresponding letters. T83

Week 2 Day 1 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**

New or challenging sounds.

- **Standard Sound Cards**

All vowels, new or challenging sounds, 4-5 other consonants. T84

Introduce New Concepts –

- **Teach the Spelling of the /k/ Sound**

Dictate **sock**. Students tap out sounds. Using Standard Sound Cards, word. Discuss when to use **c**, **k**, or **ck** for the /k/ sound. Dictate several words, students build on Magnetic Letter Boards. Add to the Spelling Rules section of the Student Notebook. T84-85

Week 1 Day 5 in Foundations

- Large Sound Cards

- Standard Sound Cards

- Echo and/or Baby Echo

- o used throughout lesson

- Standard Sound Cards

- Unit Word Resource List

- o List of Words With Five Sounds

- Magnetic Letter Boards

- Letter Tiles

- Standard Sound Cards

- Unit Word Resource List

- Blank Salmon and Ivory Letter Tiles

- Letter board

- Unit Word Resource List

Week 2 Day 1 in Foundations

- Large Sound Cards

- Standard Sound Cards

- Echo and/or Baby Echo

- o used throughout lesson

- Standard Sound Cards

- Magnetic Letter Boards

- Letter Tiles

- Unit Word Resource List

- Student Notebook

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Word of the Day –

Build Word of the Day and discuss word meaning.

- **Review Concepts**
Reteach the concept of digraphs and blends, student marks word.
- **Make Words**
Use Standard Sound Cards, to make several Unit words. Students tap and read.
- **Student Notebook Entry**
Students write the word in the Vocabulary section of their Student Notebook. (*flock*) T85

Week 2 Day 2 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants. T86

Review Trick Words

Display Level 1 Trick Word Flashcards. Write Trick Word on Large Writing Grid, students discuss the tricky parts, say, sky write (eyes open and closed). Write word on Gel Word Board. (*they, one, said*) T86

Make It Fun

Divide students into groups of 3. Dictate words with the /k/ sound. After word is tapped, students with the correct spelling of the /k/ sound stands up and holds up card. T87

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
Dictate 3 sounds from the Unit Sound Resource List.
- **Unit Words**
Dictate 3 current words.
- **Trick Words**
Students write the trick word with 2 fingers on their desktop before writing it on their Dry Erase Writing Tablet. Student Notebooks may be used.
- **Sentence**
Say sentence with phrasing. T87

Week 2 Day 3 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants. T88

- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

Week 2 Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Level 1 Trick Word Flashcards
- Large Writing Grid
- Gel Word Board, Magic Pen

- Cards With **c, k, or ck**, One Set per Student
 - Teacher Created
- Unit Word Resource List
 - List of **c, k, or ck** Words

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Week 2 Day 3 in Foundations

- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

Grade 3 Foundations

Review Trick Words

Display Level 1 Trick Word Flashcards. Write Trick Word on Large Writing Grid, students discuss the tricky parts, say, sky write (eyes open and closed). Write word on Gel Word Board. (*your, your, was*) T88

Introduce New Concepts –

- **Review Closed Syllable Concept**
Review the concept of a syllable. Using Standard Sound Cards, build closed syllable words, explain that because the syllable is closed, the vowel is short.
- **Review Marking Closed Syllables**
Explain how to mark closed syllables.
- **Student Notebook Entry**
Refer to the Syllable section of Student Notebooks for definition of a closed syllable.
T88-89

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
Dictate 3 sounds from the Unit Sound Resource List.
- **Unit Words**
Dictate 3 current words.
- **Trick Words**
Dictate 2 Trick Words
- **Sentence**
Say sentence with phrasing. T89

Week 2 Day 4 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants. T90

Trick Word Practice

Choose current unit Trick Words and 1-2 review Trick Words, selecting words students find most challenging. Display flashcard. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. T90

Word of the Day –

Build Word of the Day and discuss word meaning.

- **Review Concepts**
Reteach the concept of blends, mark word.
- **Make Words**
Make several Unit words, Tap and read.
- **Student Notebook Entry**

- Level 1 Trick Word Flashcards
- Large Writing Grid
- Gel Word Board, Magic Pen

- Standard Sound Cards
- Unit Word Resource List
- Student Notebook

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Week 2 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Trick Word Resource List
- Trick Word Flashcards
- Gel Word Board, Magic Pen

- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

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Write the word in Student Notebook. (*blend*) T91

Dictation (Composition Book) –

- **Unit Sounds**
Dictate 4 current sounds, students echo and name letter(s), then write letter(s) in composition book.
- **Unit Words**
Dictate 2 current, and 2 trick words, students echo, tap sounds, spell orally, and write word.
- **Sentence**
Dictate sentence with phrasing, students echo, complete learning activity procedures, then students write word. T91

Week 2 Day 5 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
Vowels and 4-5 consonants
- **Trick Word Drill**
Students quickly read introduced Trick Words. T92

Word Talk –

Using Standard Sound Cards, make 4-5 previously taught Words of the Day. Students decode, discuss meaning and structure, mark, give synonyms, antonyms, and use word in sentence.

- **Read Word of the Day Cards Practice Pack**
Students quickly read the Word of the Day Cards.
- **Display Words**
Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T92

Unit 1

Unit Test

Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds, words, and sentences. Have students repeat and then write independently. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them.

- **Dictate Sounds**
Dictate sounds. Students repeat, then write the letter individually.
- **Dictate Words**
Dictate words. Students repeat, then write the word individually.
- **Dictate Trick Words**
Dictate words, Students repeat, then write the word individually.

- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 2 Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Unit 1

- Composition Book
- Unit Test Tracker (PLC)

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<ul style="list-style-type: none"> Students Do The Following to Above Words Mark closed syllables. Circle the 'buddy letter' and his best buddy. Underline blends and digraph blends with two separate lines Underline digraphs with one line. Dictate Sentences Dictate words, Students repeat, then write the sentence individually. Lastly, have students scoop sentences to phrase them. T93 <p>If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>			
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)	Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)	Remind students to use visual resources Be aware of a student's trouble spots	Remind students to use visual resources Be aware of a student's trouble spots
Students think of synonyms, antonyms, or multiple meanings for a word	Students think of synonyms, antonyms, or multiple meanings for a word	Assist by helping students tap or modify by tapping fingers on table	Assist by helping students tap or modify by tapping fingers on table
During dictation, dictate a challenge sentence	During dictation, dictate a challenge sentence	During dictation, check that students have recalled the word/sentence correctly	During dictation, check that students have recalled the word/sentence correctly
During dictation, students rewrite sentence turning statements into questions or questions into statements.	During dictation, students rewrite sentence turning statements into questions or questions into statements.	Select a drill sound warm-up leader. Use Unit Resources to make additional word practice	Select a drill sound warm-up leader. Use Unit Resources to make additional word practice
		Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation	Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation
		Double-dose lesson during WIN period (if meets eligibility criteria)	Double-dose lesson during WIN period (if meets eligibility criteria)

Grade 3 Foundations

Unit Title: Unit 2 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.2.1.** - Ask and answer such questions as *who, what, where, when, why, and how* in a literary text to demonstrate understanding of key details in a text.
- **RL.IT.2.3.** - Describe how characters in a story respond to major events and challenges using key details within a text.
- **RL.TS.2.4.** - Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections..
- **RL.PP.2.5.** -Acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RL.MF. 2.6.** - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

NJSLS ELA Foundational Skills

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.2.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.2.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Speaking and Listening

- **SL.PE.2.1.** - Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A** - Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.b.** - Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.c.** - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2.** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **S.PI.2.4.** - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.AS.2.6** - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

NJSLS ELA Language

- **L.WF.2.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.2.A-** Regular, single-syllable words that include:
 - i. Position- based patterns (ch,-tch; k, -ck; -ge, -dge).
 - ii. Complex consonant blends (scr, str, squ).
 - iii. Less common vowel teams for long vowels (scr, str, squ).
 - iv. Vowel-r combinations (turn, star, third, four/for).
 - v. Contractions (we'll; i'm; they've; don't).
 - vi. Homophones (bear, bare; past, passed).
 - vii. Plurals and possessives (its, it's).
- **L.WF.2.3-** Demonstrate command and use of conventions of writing including those listed under grade one foundational skills

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- **L.WF.2.3.A-** With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary
- **L.WF.2.3.C-** Supply adjectives in noun phrases to make them more precise or engaging
- **L.WF.2.3.F-** Use an apostrophe to form contractions and frequently occurring possessives
- **L.KL.2.1-** Use knowledge of language and its conventions when writing, speaking, reading or listening.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

Central Idea / Enduring Understanding:

Students will...

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Segment syllables into sounds.
- Identify word structures (vowels, consonants, blends, digraphs, digraph blends).
- Read and spell words with short vowels.
- Read and spell words with r-controlled vowels.
- Read and spell phonetically regular one syllable words.
- Use correct writing position and pencil grip.
- Write clear, legible manuscript at an appropriate rate.
- Read controlled stories with fluency, expression, and understanding.
- Retell short narrative stories, recounting key ideas and details.

Essential/Guiding Question:

- How are sounds represented by letters?
- How do letter patterns help me learn to read words I do not know?
- How will practice help us read and spell better?
- How do I know how to phrase my words when reading?
- What do good readers sound like?

Content:

Big Idea: Quickly review concepts taught in Level 1 Foundations. Review the bonus letter rule, glued sounds, and r-controlled vowels.

Learning Activity Overview:

1. **Dictation/Sounds:** Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
2. **Dictation/Words (Single Syllable Words):** Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
3. **Dictation Sentences:** Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance.
4. **Dictation/Trick Words:** Students practice the spelling of high-frequency words.
5. **Drill Sounds/Warm-Up:** Every lesson starts with a quick warm-up drill. Students must memorize the

Skills(Objectives):

- Bonus letter spelling rule, **ff, ll, ss**, and sometimes **zz**
- Glued sounds: **all, am, an, ang, ing, ong, ung, ank, ink, oak, unk**
- Blending and reading words with glued sounds
- Segmenting and spelling words with bonus letters and glued sounds
- Prosody
- Fluent passage reading **ar, er, ir, or, ur**
- Story retelling
- **ar, er, ir, or, ur**
- Trick Words: **shall, pull, full, both, talk, walk**
- Sample Words: **spill, string, stand, toss**

Grade 3 Foundations

<p>letter-keyword sound. It also includes flashcard reading of trick words.</p> <p>6. Echo/Find Letters: Students reinforce their skill of matching a letter to a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.</p> <p>7. Echo/Find Words (Single Syllable Words): Students segment sounds and identify the letter(s) that go with each segmented sound. Segmenting is done with finger tapping.</p> <p>8. Make it Fun: Designed to reinforce the unit concepts or review previously taught concepts with a game activity.</p> <p>9. Storytime: Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>10. Trick Words: Students learn non-phonetic words using gross motor memory.</p> <p>11. Word of the Day: Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit.</p>	
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Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ● Student Notebook ● Student Composition Book ● Direct Observation of Daily Work: <ul style="list-style-type: none"> ○ Letter-Keyword-Sounds ○ Tapping ○ Student Work on Dry Erase Board ○ Student Work on Letter Board ○ Student Work on Gel Board ○ Marking ○ Scooping ● Handwriting ● Dictation ● Letter Sound Correspondence ● Spelling ● Punctuation and Capitalization ● Questioning to Guide Student Learning and Mastery ● Student Collaboration ● Independent Application of Skills in Reading and Writing 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Assessment of Student Mastery <ul style="list-style-type: none"> ○ Unit Tests ○ Dictation (Day 5 Check-up)
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Grade 3 Foundations

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1 Day 1 in Foundations

Drill Sounds/Warm-Up –

Arrange Standard Sound Cards on chart as displayed on page T99. Complete the following Learning Activity procedures.

- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants. T102

Introduce New Concepts –

- **Teach Bonus Letters (ff, ll, ss)**
Using Standard Sound Cards, make words and explain the concept of bonus letters
- **Teach The Glued Sound (all)**
Using Standard Sound Cards, build 'all', explain that this is a glued sound, and replace with the green **all** card.
- **Teach Tapping For Reading**
Tap glued sounds by 'gluing' fingers together, with one tap, when tapping the glued letters in a word.
- **Mark Words**
Mark bonus letters with a star over the bonus letter, box **all** glued sounds.
- **Student Notebook Entry**
Add examples to the Student Notebook.
T102-103

Trick Word Practice

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*shall, full* pull) T103

Week 1 Day 2 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants. T104

Word of the Day –

Build Word of the Day and discuss word meaning.

- **Review Concepts**
Reteach the concept of bonus letters, mark word.
- **Make Words**
Make several unit words, tap and read.
- **Student Notebook Entry**
Write the word in Student Notebook. (toss) T104

Introduce New Concepts –

- **Teach Spelling**
- **Echo/Find Letters**

Resources:

Week 1 Day 1 in Foundations

- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Unit Word Resource List
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

Week 1 Day 2 in Foundations

- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Large Writing Grid
- Student Notebook

- Magnetic Letter Boards
- Letter Tiles

Grade 3 Foundations

Say a sound, have students echo and point to the letter(s) on their Magnetic Letter Boards. (/ôl/)

- **Echo/Find Words**

Dictate word, students tap and find Letter Tiles needed to make the word. One Student builds word with Standard Sound Cards. (*fill*) T105

Storytime –

- **Skip is Sick**

Students read scooped story silently, discuss title and make predictions. Teacher reads story, modeling phrasing and fluency, students ‘make a movie’ in their minds. Stop to ask questions and explain vocabulary. Students practice fluently reading the story. T105

Week 1 Day 3 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**

New or challenging sounds.

- **Standard Sound Cards**

Vowels and 4-5 consonants

- **Trick Word Drill**

Introduced, but not mastered, Trick Words. T106

Introduce New Concepts –

- **Introduce R-Controlled Vowels**

Using R-Controlled Vowel Poster, introduce the first two r-controlled vowels. (*ar, or*)

- **Teach Letter-Keyword-Sound (*ar, or*)**

Use R-Controlled Vowel Poster to review letter-keyword-sound for the first two vowels. T106-107

Word of the Day –

Build Word of the Day and discuss word meaning.

- **Review Concepts**

Reteach the concepts of glued sounds and bonus letters, student marks word.

- **Make Words**

Use Standard Sound Cards, to make several Unit words. Students tap and read.

- **Student Notebook Entry**

Students write the word in the Vocabulary section of their Student Notebook. (*stall*) T107

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**

- **Unit Words**

- **Trick Words**

- **Sentence T107**

- Standard Sound Cards
- Unit Word Resource List

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story

Week 1 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- R-Controlled Vowel Poster

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Grade 3 Foundations

Week 1 Day 4 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
Vowels and 4-5 consonants
- **R-Controlled Vowels**
First two rows
- **Trick Word Drill**
Introduced, but not mastered, Trick Words. T108

Storytime –

- **Skip is Sick**
Read title, students share what they remember about story. Read by paragraph, stopping to encourage students to picture their 'movie'. Draw sketches on chart paper, representing the main story events, students use pictures to retell story. T108

Dictation (Composition Book) –

- **Unit Sounds**
Dictate 4 current sounds, students echo and name letter(s), then write letter(s) in composition book.
- **Unit Words**
Dictate 2 current, and 2 review words, students echo, tap sounds, spell orally, and write word.
- **Trick Words**
Dictate 2 trick words, students write the word on desk with 2 fingers, write word.
- **Sentence**
Dictate sentence with phrasing, students echo, complete learning activity procedures, then students write word. T109

Week 1 Day 5 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
Vowels and 4-5 consonants
- **R-Controlled Vowels**
First two rows T110

Trick Word Practice

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T110

Week 1 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Sounds Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Large Chart Paper

- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 1 Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Sounds Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

Grade 3 Foundations

Make It Fun

- **Buy One, Get One Free!**
Dictate a word, students repeat and tap sounds.
Working in pairs, and sharing Letter Boards, students ask partners for the letters they need to build the word. If it has a bonus letter, say “Buy one, get one free” while giving partner the bonus letter. T111

Dictation (Day 5 Check-Up) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Review Words**
- **Current Words**
- **Trick Words**
- **Sentence** T111

Week 2 Day 1 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
Vowels and 4-5 consonants
- **R-Controlled Vowels**
First two rows T112

Introduce New Concepts –

- **Review Other Glued Sounds**
Review **am** and **an** glued sounds. Introduce **ang, ing, ong, ung, ank, ink, onk, and unk** glued sounds. Build words with glued sounds, students tap and read.
- **Mark Words**
Students box glued sounds, color the glued sounds page in the Student Notebook.
T112-113

Teach Trick Words

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*both, talk, walk*) T113

Echo/Find Letters and Words –

- **Echo/Find Letters**
Say an introduced glued sound, have students echo and point to the letter(s) on their Magnetic Letter Boards.
- **Echo/Find Words**
Dictate word, students tap and find Letter Tiles needed to make the word. One Students builds word with Standard Sound Cards. T113

- Unit Word Resource List
- Letter Boards
- Magnetic Letter Tiles

- Sentence Frames
- Unit Resource Lists
- Composition Books

Week 2 Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Sounds Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Letter Boards
- Magnetic Letter Tiles
- Standard Sound Cards
- Unit Word Resource List

Grade 3 Foundations

Week 2 Day 2 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
Vowels and 4-5 consonants
- **R-Controlled Vowels**
First two rows
- **Trick Word Drill**
Introduced, but not mastered, Trick Words. T114

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Glued sounds
- **Make Words**
- **Student Notebook Entry**
(*chunk*) T114

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence T115**

Storytime –

- **Skip is Sick**
Students use their 'movie' to retell the story, referring to illustrations, as needed. Ask comprehension questions. Students find words with a blend, digraph, and buddy letter in the first paragraph. Write and mark. T115

Week 2 Day 3 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
Vowels and 4-5 consonants
- **R-Controlled Vowels**
First two rows
T116

Trick Word Practice

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*Current Words, 1-2 Review Words*) T116

Week 2 Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Sounds Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

- Student Copies of Phrased Story
- Large Chart Paper with Illustrations

Week 2 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Sounds Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

Grade 3 Foundations

Make It Fun

- **Blank Tile Game**
Divide students into groups of 5, each group gets 1 green, 1 salmon, and 3 blank ivory tiles. Each member of the group gets a blank tile. Explain the significance of the colors. Build a word, once using letter cards, then with blank cards. Students build it with blank tiles. T117

Storytime –

- **Skip is Sick**
Students read the story silently, then work on fluent reading by reading it chorally, taking turns reading, or reading in pairs. T117

Week 2 Day 4 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
Vowels and 4-5 consonants
- **R-Controlled Vowels**
First two rows
- **Trick Word Drill**
Introduced, but not mastered, Trick Words. T118

Introduce New Concepts –

- **Teach Letter-Keyword-Sound (er, ir, ur)**
Review and drill the **ar** and **or** sounds. Introduce **er**, **ir**, and **ur** sounds. Use the poster to review sounds.
- **Student Notebook Entry**
Color the r-controlled vowels page in the Student Notebook. T118

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Glued sounds
- **Make Words**
- **Student Notebook Entry**
(*stamp*) T119

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T119

Week 2 Day 5 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**

- Standard Sound Cards
- Unit Word Resource List
- Letter Boards
- Magnetic Letter Tiles
 - o salmon, green, and ivory blank tiles

- Student Copies of Phrased Story

Week 2 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Sounds Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- R-Controlled Vowels Poster
- Student Notebook

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 2 Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards

Grade 3 Foundations

<ul style="list-style-type: none">• New or challenging sounds.• Standard Sound Cards Vowels and 4-5 consonants• R-Controlled Vowels First two rows• Trick Word Drill Introduced, but not mastered, Trick Words. T120 <p>Word Talk – Using Standard Sound Cards, make 4-5 previously taught Words of the Day. Students decode, discuss meaning and structure, mark, give synonyms, antonyms, and use word in sentence.</p> <ul style="list-style-type: none">• Read Word of the Day Cards Practice Pack Students quickly read the Word of the Day Cards.• Display Words Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T120 <p>Unit 2 Unit Test Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds, words, and sentences. Have students repeat and then write independently. Students <u>can</u> use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them.</p> <ul style="list-style-type: none">• Dictate Sounds Dictate sounds. Students repeat, then write the letter individually.• Dictate Words Dictate words. Students repeat, then write the word individually.• Dictate Trick Words Dictate words, Students repeat, then write the word individually. <p>Students Do The Following to Above Words Star bonus letters. Box glued sounds. Mark closed syllables and vowel sounds.</p> <p>Dictate Sentences Dictate words, Students repeat, then write the sentence individually. Lastly, have students scoop sentences to phrase them. T121</p> <p>If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	<ul style="list-style-type: none">• R-Controlled Sounds Poster• Trick Word Flashcards• Echo and/or Baby Echo<ul style="list-style-type: none">o used throughout lesson <ul style="list-style-type: none">• Standard Sound Cards• Word of the Day Cards• Word Resource List <p>Unit 2</p> <ul style="list-style-type: none">• Composition Book• Unit Test Tracker (PLC)
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Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

Grade 3 Foundations

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</p> <p>Students think of synonyms, antonyms, or multiple meanings for a word</p> <p>During dictation, dictate a challenge sentence</p> <p>During dictation, students rewrite sentence turning statements into questions or questions into statements</p>	<p>Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</p> <p>Students think of synonyms, antonyms, or multiple meanings for a word</p> <p>During dictation, dictate a challenge sentence</p> <p>During dictation, students rewrite sentence turning statements into questions or questions into statements</p>	<p>Remind students to use visual resources</p> <p>Be aware of a student's trouble spots</p> <p>Assist by helping students tap or modify by tapping fingers on table</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Select a drill sound warm-up leader.</p> <p>Use Unit Resources to make additional word practice</p> <p>Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation</p> <p>Double-dose lesson during WIN period (if meets eligibility criteria)</p>	<p>Remind students to use visual resources</p> <p>Be aware of a student's trouble spots</p> <p>Assist by helping students tap or modify by tapping fingers on table</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Select a drill sound warm-up leader.</p> <p>Use Unit Resources to make additional word practice</p> <p>Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation</p> <p>Double-dose lesson during WIN period (if meets eligibility criteria)</p>

Unit Title: Unit 3 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.2.1.** - Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* in a literary text to demonstrate understanding of key details in a text.
- **RL.IT.2.3.** - Describe how characters in a story respond to major events and challenges using key details within a text.
- **RL.TS.2.4.** - Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections..
- **RL.PP.2.5.** -Acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RL.MF. 2.6.** - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

NJSLS ELA Foundational Skills

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.A.** - Know spelling-sound correspondences for common vowel teams.

Grade 3 Foundations

- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.2.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.2.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Speaking and Listening

- **SL.PE.2.1.** - Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A** - Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.b.** - Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.c.** - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2.** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **S.PI.2.4.** - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.AS.2.6** - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

NJSLS ELA Language

- **L.WF.2.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.2.A-** Regular, single-syllable words that include:
 - o i. Position- based patterns (ch,-tch; k, -ck; -ge, -dge).
 - o ii. Complex consonant blends (scr, str, squ).
 - o iii. Less common vowel teams for long vowels (scr, str, squ).
 - o iv. Vowel-r combinations (turn, star, third, four/for).
 - o v. Contractions (we'll; i'm; they've; don't).
 - o vi. Homophones (bear, bare; past, passed).
 - o vii. Plurals and possessives (its, it's).
- **L.WF.2.3-** Demonstrate command and use of conventions of writing including those listed under grade one foundational skills
- **L.WF.2.3.A-** With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary
- **L.WF.2.3.C-** Supply adjectives in noun phrases to make them more precise or engaging
- **L.WF.2.3.F-** Use an apostrophe to form contractions and frequently occurring possessives
- **L.KL.2.1-** Use knowledge of language and its conventions when writing, speaking, reading or listening.
- **L.VL.2.2-** Determining 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
- **L.VL.2.2.A-** Use sentence level context as a clue to the meaning of a word or phrase
- **L.VL.2.2.B-** Determine the meaning of the new word when formed when a known prefix is added to a known word (e.g., happy/unhappy. tell/retell)
- **L.VL.2.2.C-** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

Central Idea / Enduring Understanding:

Students will...

- Identify syllable types (closed, r-controlled)
- Read and spell words with short vowels.
- Read and spell words with r-controlled vowels

Essential/Guiding Question:

- How are sounds represented by letters?
- How do letter patterns help me learn to read words I do not know?
- What is a syllable?

Grade 3 Foundations

<ul style="list-style-type: none"> • Read and spell words with vowel teams. • Read and spell words with unexpected vowel sounds. • Read and spell phonetically regular one syllable words. • Know some multiple-meaning words. • Read controlled stories with fluency, expression, and understanding. • Retell short narrative stories, recounting key ideas and details. • Describe how characters in a story respond to major events and challenges. • Determine the central message of a story. 	<ul style="list-style-type: none"> • What is a syllable type and how can it help us to read unfamiliar words? • How do I know how to phrase my words when reading?
<p>Content: Big Idea: Teach the exceptions to the closed syllable type.</p> <p>Learning Activity Overview:</p> <ol style="list-style-type: none"> 1. Dictation/Sounds: Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation. 2. Dictation/Words (Single Syllable Words): Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word. 3. Dictation Sentences: Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance. 4. Dictation/Trick Words: Students practice the spelling of high-frequency words. 5. Drill Sounds/Warm-Up: Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words. 6. Echo/Find Letters: Students reinforce their skill of matching a letter to a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling. 7. Echo/Find Words (Single Syllable Words): Students segment sounds and identify the letter(s) that go with each segmented sound. Segmenting is done with finger tapping. 8. Make it Fun: Designed to reinforce the unit concepts or review previously taught concepts with a game activity. 	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> • Concept of closed syllable exceptions • Glued sounds: lid, ind, old, olt, ost • Story retelling • Fluent passage reading • ai, ay, ea, ee, ey, oi, oy • Trick Words: done, goes, pretty • Sample Words: wild, find, cold, colt, post

Grade 3 Foundations

9. **Storytime:** Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.
10. **Trick Words:** Students learn non-phonetic words using gross motor memory.
11. **Word of the Day:** Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit.

Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook
- Student Composition Book
- Direct Observation of Daily Work:
 - o Letter-Keyword-Sounds
 - o Tapping
 - o Student Work on Dry Erase Board
 - o Student Work on Letter Board
 - o Student Work on Gel Board
 - o Marking
 - o Scooping
- Handwriting
- Dictation
- Letter Sound Correspondence
- Spelling
- Punctuation and Capitalization
- Questioning to Guide Student Learning and Mastery
- Student Collaboration
- Independent Application of Skills in Reading and Writing

Other Evidence:

- Assessment of Student Mastery
 - o Unit Tests
 - o Dictation (Day 5 Check-up)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1 Day 1 in Foundations

Drill Sounds/Warm-Up –

Arrange Standard Sound Cards on chart as displayed on page T127. Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants. T130

Introduce New Concepts –

- **Teach Closed Exceptions**
Review the closed syllable concept, emphasizing its effect on the vowel sound. Using Standard Sound

Resources:

Week 1 Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Large Sound Cards
- Unit Word Resource List

Grade 3 Foundations

Cards, build **cob**, explain that this is not a closed syllable because it doesn't make the /ō/ sound. Using Large Sound Cards, introduce the five exceptions to closed syllables (**old, ild, ind, olt, ost**). Build **cold**, demonstrate tapping. Practice with more words. Demonstrate words when those letters are not exceptions by building **lost**, using individual cards.

- **Teach Marking**
Teach how to mark closed exceptions.
- **Student Notebook Entry**
Add examples of closed syllable exceptions.
- **Teach Spelling**
Use Letter Boards and Magnetic Letter Tiles to complete Echo/Find Letters and Words. Practice with other words. T130-131

Week 1 Day 2 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
T132

Introduce New Concepts –

- **Teach Vowel Teams**
- **Teach Letter-Keyword-Sound (ai, ay)**
Practice the first row of the Vowel Teams Poster. Review daily.
- **Student Notebook**
Find Vowel Teams page, and use for reference.
T132-133

Teach Trick Words

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*done, goes, pretty*) T133

Echo/Find Letters and Words –

- **Echo/Find Letters**
Say an introduced closed exception sound, have students echo and point to the letter(s) on their Magnetic Letter Boards.
- **Echo/Find Words**
Dictate word, students tap and find Letter Tiles needed to make the word. One Students builds word with Standard Sound Cards. T133

Week 1 Day 3 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- Student Notebook
- Letter Boards
- Magnetic Letter Tiles

Week 1 Day 2 in Foundations

- Standard Sound Cards
- R-Controlled Sounds Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
o used throughout lesson

- Vowel Teams Poster
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Letter Boards
- Magnetic Letter Tiles
- Standard Sound Cards
- Unit Word Resource List

Week 1 Day 3 in Foundations

- Large Sound Cards

Grade 3 Foundations

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants. T134

Introduce New Concepts –

- **Teach Letter-Keyword-Sound (ee, ea, ey)**
Practice the first row of the Vowel Teams Poster. Drill the new vowel teams, review.
T134-135

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Closed exceptions
- **Make Words**
- **Student Notebook Entry** (*mind*) T135

Make It Fun

- **X Marks The Spot!**
Chorally read the lists of words with students. Divide the class into 5 groups, each group lines up at a column. Students relay race to mark the words as closed or closed exceptions. Students check the words to determine the winner. T135

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T135

Week 1 Day 4 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
Vowels and 4-5 consonants
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
T136

Introduce New Concepts –

- **Teach Letter-Keyword-Sound (oi, oy)**
Practice the first two rows of the Vowel Teams Poster. Drill the new vowel teams, review.
T136

Trick Word Practice

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick

- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

- Vowel Teams Poster

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Unit Word Resource List
- Five columns of words with five words in each
 - o one word in each column is Closed Exc.
 - o Include words with other glued sounds

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Week 1 Day 4 in Foundations

- Standard Sound Cards
- R-Controlled Sounds Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Vowel Teams Poster

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

Grade 3 Foundations

words to Student Notebook. (*Current Words, 1-2 Review Words*) T137

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T137

Storytime –

- **The Lost Colt**

Students read scooped story silently, discuss title and make predictions. Teacher reads story, modeling phrasing and fluency, students ‘make a movie’ in their minds. Stop to ask questions and explain vocabulary. Students practice fluently reading the story, find and mark closed syllable exceptions. T137

Week 1 Day 5 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
T138

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Closed exceptions, multiple meanings of word
- **Make Words**
- **Student Notebook Entry** (*bolt*) T138

Unit 3

Unit Test

Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds, words, and sentences. Have students repeat and then write independently. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them.

- **Dictate Sounds**
Dictate sounds. Students repeat, then write the letter individually.
- **Dictate Words**
Dictate words. Students repeat, then write the word individually.

- Sentence Frames
- Unit Resource Lists
- Composition Book

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story

Week 1 Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Sounds Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

Unit 3

- Composition Book
- Unit Test Tracker (PLC)

Grade 3 Foundations

<ul style="list-style-type: none"> Dictate Trick Words Dictate words, Students repeat, then write the word individually. <p>Students Do The Following to Above Words Box glued sounds. Mark closed syllables and closed syllable exceptions. Be sure to mark vowel sounds.</p> <p>Dictate Sentences Dictate words, Students repeat, then write the sentence individually. Lastly, have students scoop sentences to phrase them. T139</p> <p>If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>			
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</p> <p>Students think of synonyms, antonyms, or multiple meanings for a word</p> <p>During dictation, dictate a challenge sentence</p> <p>During dictation, students rewrite sentence turning statements into questions or questions into statements</p>	<p>Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</p> <p>Students think of synonyms, antonyms, or multiple meanings for a word</p> <p>During dictation, dictate a challenge sentence</p> <p>During dictation, students rewrite sentence turning statements into questions or questions into statements</p>	<p>Remind students to use visual resources</p> <p>Be aware of a student's trouble spots</p> <p>Assist by helping students tap or modify by tapping fingers on table</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Select a drill sound warm-up leader.</p> <p>Use Unit Resources to make additional word practice</p> <p>Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation</p> <p>Double-dose lesson during WIN period (if meets eligibility criteria)</p>	<p>Remind students to use visual resources</p> <p>Be aware of a student's trouble spots</p> <p>Assist by helping students tap or modify by tapping fingers on table</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Select a drill sound warm-up leader.</p> <p>Use Unit Resources to make additional word practice</p> <p>Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation</p> <p>Double-dose lesson during WIN period (if meets eligibility criteria)</p>

Grade 3 Foundations

Unit Title: Unit 4 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.2.1.** - Ask and answer such questions as *who, what, where, when, why, and how* in a literary text to demonstrate understanding of key details in a text.
- **RL.IT.2.3.** - Describe how characters in a story respond to major events and challenges using key details within a text.
- **RL.TS.2.4.** - Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections..
- **RL.PP.2.5.** -Acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RL.MF. 2.6.** - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

NJSLS ELA Foundational Skills

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.A.** - Know spelling-sound correspondences for common vowel teams.
- **L.RF.2.3.C**- Decode words with common prefixes and suffixes.
- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.2.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.2.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Speaking and Listening

- **SL.PE.2.1.** - Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A** - Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.b.** - Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.c.** - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2.** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **S.PI.2.4.** - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.AS.2.6** - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

NJSLS ELA Language

- **L.WF.2.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.2.A**- Regular, single-syllable words that include:
 - o i. Position- based patterns (ch,-tch; k, -ck; -ge, -dge).
 - o ii. Complex consonant blends (scr, str, squ).
 - o iii. Less common vowel teams for long vowels (scr, str, squ).
 - o iv. Vowel-r combinations (turn, star, third, four/for).
 - o v. Contractions (we'll; i'm; they've; don't).
 - o vi. Homophones (bear, bare; past, passed).
 - o vii. Plurals and possessives (its, it's).

Grade 3 Foundations

- **L.WF.2.3-** Demonstrate command and use of conventions of writing including those listed under grade one foundational skills
- **L.WF.2.3.A-** With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary
- **L.WF.2.3.C-** Supply adjectives in noun phrases to make them more precise or engaging
- **L.WF.2.3.F-** Use an apostrophe to form contractions and frequently occurring possessives
- **L.KL.2.1-** Use knowledge of language and its conventions when writing, speaking, reading or listening.
- **L.VL.2.2-** Determining 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
- **L.VL.2.2.A-** Use sentence level context as a clue to the meaning of a word or phrase
- **L.VL.2.2.B-** Determine the meaning of the new word when formed when a known prefix is added to a known word (e.g., happy/unhappy. tell/retell)
- **L.VL.2.2.C-** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

Central Idea / Enduring Understanding:

Students will...

- Know and apply grade-level phonics and word analysis skills in decoding words.
- Segment syllables into sounds.
- Identify parts of words (syllables, base words, and suffixes).
- Identify syllable types (closed, r-controlled)
- Read and spell words with r-controlled vowels
- Read and spell words with vowel teams.
- Read and spell words with unexpected vowel sounds.
- Read and spell words with suffixes.
- Know some multiple-meaning words.
- Read controlled stories with fluency, expression, and understanding.
- Retell short narrative stories, recounting key ideas and details.

Essential/Guiding Question:

- How do suffixes change the meanings of words?
- How do letter patterns help me learn to read words I do not know?
- What is a syllable type and how can it help us to read unfamiliar words?
- How will practice help us read and spell better?
- How do I know how to phrase my words when reading?

Content:

Big Idea: Focus on suffixes **–s**, **–es**, **–ed**, and **–ing**, categorize suffixes as vowel or consonant suffixes, and learn the procedure for isolating the base word when reading or spelling words with suffixes. Also, vowel teams.

Learning Activity Overview:

1. **Dictation/Sounds:** Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
2. **Dictation/Words (Single Syllable Words):** Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.

Skills(Objectives):

- Review suffixes: **–s**, **–es**, **–ed**, **–ing**
- Additional sounds of **–ed** suffix **/d/**, **/t/**
- Comparison suffixes: **–er**, **–est**
- Spelling procedure for words with suffixes
- Forming plurals
- Forming present and past tense
- Categorizing vowel and consonant suffixes
- Fluent passage reading
- **oa, oe, ow, ou, oo, ue, ew**

Grade 3 Foundations

<ol style="list-style-type: none"> 3. Dictation Sentences: Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance. 4. Dictation/Trick Words: Students practice the spelling of high-frequency words. 5. Drill Sounds/Warm-Up: Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words. 6. Make it Fun: Designed to reinforce the unit concepts or review previously taught concepts with a game activity. 7. Storytime: Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency. 8. Trick Words: Students learn non-phonetic words using gross motor memory. 9. Word of the Day: Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit. 10. Word Talk: Designed to practice decoding and review past concepts and vocabulary. It helps to develop accuracy and automaticity of word reading. 	<ul style="list-style-type: none"> • Trick Words: again, please, animal, sure, use, used • Sample Words: stronger, tallest, spilled, passed
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Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Student Notebook • Student Composition Book • Direct Observation of Daily Work: <ul style="list-style-type: none"> o Letter-Keyword-Sounds o Tapping o Student Work on Dry Erase Board o Student Work on Letter Board o Student Work on Gel Board o Marking o Scooping • Handwriting • Dictation • Letter Sound Correspondence • Spelling • Punctuation and Capitalization 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Assessment of Student Mastery <ul style="list-style-type: none"> o Unit Tests o Dictation (Day 5 Check-up)
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Grade 3 Foundations

- Questioning to Guide Student Learning and Mastery
- Student Collaboration
- Independent Application of Skills in Reading and Writing

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1 Day 1 in Foundations

Drill Sounds/Warm-Up –

Arrange Standard Sound Cards on chart as displayed on page T143. Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds T146

Introduce New Concepts –

- **Review Concept of Base Word and Suffixes (-s, -es)**
Using Standard Sound Cards and Suffix Frames, build the word **map**, add suffix **-s**. Demonstrate tapping. Repeat with suffix **-es**. Discuss how the suffixes change the meaning of the words, such as plural or action.
- **Vowel Suffix and Consonant Suffix**
Explain that **-es** is a vowel suffix, and **-s** is a consonant suffix.
- **Review Suffixes (-ing, -ed)**
Ask students if these suffixes are vowel or consonant suffixes, discuss how they change words. Using Standard Sound Cards and Suffix Frames, build and discuss several words with these suffixes.
- **Teach Suffixes (-er, -est)**
Ask if these are vowel or consonant suffixes, and explain that they are used to make comparisons. Repeat with several words.
- **Review Marking Base Word and Suffix**
- **Student Notebook Entry** T146-148

Week 1 Day 2 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds T150

Word of the Day –

Complete following the Learning Activity procedures.

Resources:

Week 1 Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
o used throughout lesson

- Standard Sound Cards
- Suffix Frames
- Unit Word Resource Lists
- Student Notebook

Week 1 Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
o used throughout lesson

- Unit Word of the Day Cards

Grade 3 Foundations

- **Review Concepts**
Suffixes
- **Make Words**
- **Student Notebook Entry** (*thick(er)*) T150

Teach Trick Words

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*again, please, animal*) T151

Introduce New Concepts –

- **Teach Spelling**
Dictate the sound of the suffixes, students echo.
Students add two suffix tiles to their Letter Boards and Magnetic Tiles. Complete following the Learning Activity procedures.
- **Echo/Find Letters**
- **Echo/Find Words** T151

Week 1 Day 3 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds T152

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Suffixes
- **Make Words**
- **Student Notebook Entry** (*soft(est)*) T152

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T153

Storytime –

- **Wish Come True**
Students read scooped story silently, discuss title and make predictions. Teacher reads story, modeling phrasing and fluency, students ‘make a movie’ in their minds. Stop to ask questions and explain vocabulary. Students practice fluently reading the story. T153

- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Letter Boards
- Magnetic Letter Tiles
- Suffix Tiles
- Unit Word Resource List

Week 1 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
o used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story

Grade 3 Foundations

Week 1 Day 4 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds T154

Trick Word Practice

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T154

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T155

Storytime –

- **Wish Come True**
Read title, students share what they remember about story. Read by paragraph, stopping to encourage students to picture their 'movie'. Draw sketches on chart paper, representing the main story events, students use pictures to retell story. T155

Week 1 Day 5 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
Vowels and 4-5 consonants
- **Trick Word Drill**
Introduced, but not mastered, Trick Words. T156

Introduce New Concepts –

- **Teach Letter-Keyword-Sound (oa, oe, ow)**
Practice the first two rows of the Vowel Teams Poster. Drill the new vowel teams, review. T156

Word Talk –

Using Standard Sound Cards, make 4-5 previously taught Words of the Day. Students decode, discuss meaning and structure, mark, give synonyms, antonyms, and use word in sentence.

Week 1 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Book

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Large Chart Paper

Week 1 Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Vowel Teams Poster

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Grade 3 Foundations

- **Read Word of the Day Cards Practice Pack**
Students quickly read the Word of the Day Cards.
- **Display Words**
Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words.
T157

Dictation (Day 5 Check-Up) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Review Words**
- **Current Words**
- **Trick Words**
- **Sentence** T157

Week 2 Day 1 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds T158

Introduce New Concepts –

- **Teach Additional Sounds (-ed)**
Introduce the **–ed** suffix and discuss that it can make two sounds: /d/ and /t/.
- **Review Marking Base Word and Suffix**
- **Student Notebook Entry** T158-159

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Suffixes
- **Make Words**
- **Student Notebook Entry** (*swell(ed)*) T159

Teach Trick Words

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*sure, use, used*) T159

Week 2 Day 2 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**

- Sentence Frames
- Unit Resource Lists
- Composition Books

Week 2 Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Suffix Frames
- Unit Word Resource Lists
- Student Notebook

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

Week 2 Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo

Grade 3 Foundations

<p>All vowels, new or challenging sounds, 4-5 other consonants.</p> <ul style="list-style-type: none"> ● R-Controlled Vowels and Vowel Teams Poster Introduced sounds T160 <p>Word of the Day – Complete following the Learning Activity procedures.</p> <ul style="list-style-type: none"> ● Review Concepts Suffixes ● Make Words ● Student Notebook Entry (<i>check(ed)</i>) T160 <p>Introduce New Concepts –</p> <ul style="list-style-type: none"> ● Teach Spelling of Suffix (-ed) Dictate words with the –ed suffix. Students use Letter Boards, Magnetic Letter and Suffix Tiles to build the word. Ask what the suffix should be. T161 <p>Dictation (Dry Erase) – Complete following the Learning Activity procedures.</p> <ul style="list-style-type: none"> ● Unit Sounds ● Unit Words ● Trick Words ● Sentence T161 <p><u>Week 2 Day 3 in Foundations</u> Drill Sounds/Warm-Up – Complete the following Learning Activity procedures.</p> <ul style="list-style-type: none"> ● Standard Sound Cards All vowels, new or challenging sounds, 4-5 other consonants. T162 <p>Introduce New Concepts –</p> <ul style="list-style-type: none"> ● Teach Letter-Keyword-Sound (ou, oo, ue, ew) Practice the first four rows of the Vowel Teams Poster. Drill the new vowel teams, review. T162 <p>Storytime –</p> <ul style="list-style-type: none"> ● Wish Come True Students use their ‘movie’ to retell the story, referring to illustrations, as needed. Ask comprehension questions. Students find and list all words with suffixes on their Dry Erase Writing Tablets, mark words. T163 <p>Make It Fun –</p> <ul style="list-style-type: none"> ● Super Suffixes! Divide students into groups of 3 or 4, each group has a Dry Erase Writing Tablet. Write words on the board. Students form as many real words as they can by adding suffixes to the words on the board, students share lists. T163 	<p>o used throughout lesson</p> <ul style="list-style-type: none"> ● Unit Word of the Day Cards ● Unit Word Resource List ● Large Writing Grid ● Student Notebook <ul style="list-style-type: none"> ● Letter Boards ● Magnetic Letter Tiles ● Suffix Tiles ● Unit Word Resource List <ul style="list-style-type: none"> ● Unit Resource Lists ● Large Writing Grid ● Dry Erase Writing Tablets, Markers, Erasers ● Sentence Frames ● Student Notebook <p><u>Week 2 Day 3 in Foundations</u></p> <ul style="list-style-type: none"> ● Standard Sound Cards ● Echo and/or Baby Echo o used throughout lesson <ul style="list-style-type: none"> ● Vowel Teams Poster <ul style="list-style-type: none"> ● Student Copies of Phrased Story ● Large Chart Paper with Illustrations ● Dry Erase Writing Tablets, Markers, Erasers <ul style="list-style-type: none"> ● Unit Word Resource List ● Suffix Frames ● Dry Erase Writing Tablets, Markers, Erasers
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Grade 3 Foundations

Week 2 Day 4 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T 164

Trick Word Practice

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T164

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T165

Storytime –

- **Wish Come True**
Students read the story silently, then work on fluent reading by reading it chorally, taking turns reading, or reading in pairs. T165

Week 2 Day 5 in Foundations

Drill Sounds/Warm Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
Vowels and 4-5 consonants
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Trick Word Drill**
Introduced, but not mastered, Trick Words. T166

Word Talk –

Using Standard Sound Cards, make 4-5 previously taught Words of the Day. Students decode, discuss meaning and structure, mark, give synonyms, antonyms, and use word in sentence.

- **Read Word of the Day Cards Practice Pack**
Students quickly read the Word of the Day Cards.
- **Display Words**

Week 2 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frames
- Echo and/or Baby Echo
 - o used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Book

- Student Copies of Phrased Story

Week 2 Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Grade 3 Foundations

Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words.
T166

Unit 4

Unit Test

Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds, words, and sentences. Have students repeat and then write independently. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them.

- **Dictate Sounds**

Dictate sounds. Students repeat, then write the letter individually.

- **Dictate Words**

Dictate words. Students repeat, then write the word individually.

- **Dictate Trick Words**

Dictate words, Students repeat, then write the word individually.

Students Do The Following to Above Words

Mark closed syllables and closed syllable exceptions.

Scoop or underline base words and circle suffixes.

Indicate the sound of the suffix **-ed** with /id/, /d/, or /t/.

Dictate Sentences

Dictate words, Students repeat, then write the sentence individually.

Lastly, have students scoop sentences to phrase them. T167

If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill.

Track scores with the Unit Test Tracker (PLC).

Unit 4

- Composition Book
- Unit Test Tracker (PLC)

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)	Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)	Remind students to use visual resources	Remind students to use visual resources
Students think of synonyms, antonyms, or multiple meanings for a word	Students think of synonyms, antonyms, or multiple meanings for a word	Be aware of a student's trouble spots	Be aware of a student's trouble spots
During dictation, dictate a challenge sentence	During dictation, dictate a challenge sentence	Assist by helping students tap or modify by tapping fingers on table	Assist by helping students tap or modify by tapping fingers on table
During dictation, students rewrite sentence turning statements into questions or questions into statements	During dictation, students rewrite sentence turning statements into questions	During dictation, check that students have recalled the word/sentence correctly	During dictation, check that students have recalled the word/sentence correctly
		Select a drill sound warm-up leader.	Select a drill sound warm-up leader.

Grade 3 Foundations

	or questions into statements	Use Unit Resources to make additional word practice Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation Double-dose lesson during WIN period (if meets eligibility criteria)	Use Unit Resources to make additional word practice Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation Double-dose lesson during WIN period (if meets eligibility criteria)
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Unit Title: Unit 5 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.2.1.** - Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* in a literary text to demonstrate understanding of key details in a text.
- **RL.IT.2.3.** - Describe how characters in a story respond to major events and challenges using key details within a text.
- **RL.TS.2.4.** - Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections..
- **RL.PP.2.5.** -Acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RL.MF. 2.6.** - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

NJSLS ELA Foundational Skills

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.A.** - Know spelling-sound correspondences for common vowel teams.
- **L.RF.2.3.B-** Decode regularly spelled two-syllable words with long vowels
- **L.RF.2.3.C-** Decode words with common prefixes and suffixes.
- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.2.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.2.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Speaking and Listening

- **SL.PE.2.1.** - Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A** - Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.b.** - Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.c.** - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2.** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Grade 3 Foundations

- **S.PI.2.4.** - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.AS.2.6** - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

NJSLS ELA Language

- **L.WF.2.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.2.A-** Regular, single-syllable words that include:
 - i. Position- based patterns (ch,-tch; k, -ck; -ge, -dge).
 - ii. Complex consonant blends (scr, str, squ).
 - iii. Less common vowel teams for long vowels (scr, str, squ).
 - iv. Vowel-r combinations (turn, star, third, four/for).
 - v. Contractions (we'll; i'm; they've; don't).
 - vi. Homophones (bear, bare; past, passed).
 - vii. Plurals and possessives (its, it's).
- **L.WF.2.3-** Demonstrate command and use of conventions of writing including those listed under grade one foundational skills
- **L.WF.2.3.A-** With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary
- **L.WF.2.3.C-** Supply adjectives in noun phrases to make them more precise or engaging
- **L.WF.2.3.F-** Use an apostrophe to form contractions and frequently occurring possessives
- **L.KL.2.1-** Use knowledge of language and its conventions when writing, speaking, reading or listening.
- **L.VL.2.2-** Determining 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
- **L.VL.2.2.A-** Use sentence level context as a clue to the meaning of a word or phrase
- **L.VL.2.2.B-** Determine the meaning of the new word when formed when a known prefix is added to a known word (e.g., happy/unhappy. tell/retell)
- **L.VL.2.2.C-** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
- **L.VI.2.3-** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.VI.2.3.A-** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- **L.VI.2.3.B-** Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- **L.VI.2.3.C-** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

Central Idea / Enduring Understanding:

Students will...

- Identify parts of words (syllables, basewords, and suffixes).
- Identify syllable types (closed, r-controlled)
- Read and spell words with r-controlled vowels
- Read and spell words with vowel teams.
- Read and spell words with unexpected vowel sounds.
- Read and spell words with suffixes.
- Divide multisyllabic words.
- Read controlled stories with fluency, expression, and understanding.
- Retell short narrative stories, recounting key ideas and details.

Essential/ Question:

- How do letter patterns help me learn to read words I do not know?
- How will practice help us read and spell better?
- How do suffixes change the meanings of words?
- How do I know how to phrase my words when reading?
- How do I divide words into syllables?

Grade 3 Foundations

Content:

Big Idea: Focus on syllables and spelling multisyllabic words. Continue working with vowel teams, and discuss the difference between a narrative and informational text.

Learning Activity Overview:

1. **Dictation/Sounds:** Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
2. **Dictation/Words (Multisyllabic Words):** Students segment sounds and spell words dealing with one syllable at a time. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
3. **Dictation/Words (Single Syllable Words):** Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
4. **Dictation Sentences:** Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance.
5. **Dictation/Trick Words:** Students practice the spelling of high-frequency words.
6. **Drill Sounds/Warm-Up:** Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words.
7. **Make it Fun:** Designed to reinforce the unit concepts or review previously taught concepts with a game activity.
8. **Storytime:** Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.
9. **Trick Words:** Students learn non-phonetic words using gross motor memory.

Skills(Objectives):

- Reading and spelling two-syllable words
- Review syllable concept in multisyllabic words
- Compound words
- Syllable division rules for dividing between closed syllables
- Procedure for spelling words with more than one syllable
- Spelling of **ic** at the end of multisyllabic words
- New suffixes: **ful, ment, ness, less, able, en, ish**
- Prefixes: **mis, un, non, dis, and trans**
- **au** and **aw**
- Trick Words: **against, knew, know, always, often, once**
- Sample Words: **catnip, habit, tonic, mascot, hundred, freshen, boldness**

Grade 3 Foundations

10. **Word of the Day:** Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit.
11. **Word Talk:** Designed to practice decoding and review past concepts and vocabulary. It helps to develop accuracy and automaticity of word reading.

Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook
- Student Composition Book
- Direct Observation of Daily Work:
 - o Letter-Keyword-Sounds
 - o Tapping
 - o Student Work on Dry Erase Board
 - o Student Work on Letter Board
 - o Student Work on Gel Board
 - o Marking
 - o Scooping
- Handwriting
- Dictation
- Letter Sound Correspondence
- Spelling
- Punctuation and Capitalization
- Questioning to Guide Student Learning and Mastery
- Student Collaboration
- Independent Application of Skills in Reading and Writing

Other Evidence:

- Assessment of Student Mastery
 - o Unit Tests
 - o Dictation (Day 5 Check-up)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1 Day 1 in Foundations

Drill Sounds/Warm-Up –

Arrange Standard Sound Cards on chart as displayed on page T173. Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds T176

Introduce New Concepts –

- **Teach Letter-Keyword-Sound (au, aw)**
Practice the first five rows of the Vowel Teams Poster. Drill the new vowel teams, review.
- **Teach Syllable Division**
Explain that words are made up of parts, called syllables, dictate words, students count syllables. Explain that compound words are two words that are put together. Teach breaking multisyllabic words into closed syllables. Remind students that the first syllable needs

Resources:

Week 1 Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - o used throughout lesson
- Vowel Teams Poster
- Syllable Frames
- Standard Sound Cards

Grade 3 Foundations

to be closed. Demonstrate syllabication with various words. T176-178

Teach Trick Words

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*against, knew, know*) T179

Week 1 Day 2 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
T180

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Syllable Division
- **Make Words**
- **Student Notebook Entry** (*disrupt*) T180

Introduce New Concepts –

- **Teach Multisyllabic Spelling**
The focus changes from segmenting sounds to segmenting syllables. Individual sounds are only tapped when students are unable to spell the syllable. Dictate two syllable words, students repeat in separate syllables, and build words in syllables. T181

Storytime –

- **Hopscotch**
Students read scooped story silently, discuss title and make predictions. Teacher reads story, modeling phrasing and fluency, students ‘make a movie’ in their minds. Stop to ask questions and explain vocabulary. Students practice fluently reading the story. T181

Week 1 Day 3 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

Week 1 Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Letter Board
- Magnetic Letter Tiles
- Unit Word Resource List

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story

Week 1 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

Grade 3 Foundations

All vowels, new or challenging sounds, 4-5 other consonants. T182

Trick Word Practice

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T182

Introduce New Concepts –

- **Teach Spelling (ic)**
Build the words **lick** and **public**, explain when each ending is used. T183

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T183

Storytime –

- **Hopscotch**
Read title, students share what they remember about story. Read by paragraph, stopping to encourage students to picture their 'movie'. Draw sketches on chart paper, representing the main story events, students use pictures to retell story. T183

Week 1 Day 4 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds T184

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Syllable Division
- **Make Words**
- **Student Notebook Entry** (*mimic*) T184

Trick Word Practice

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T185

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Standard Sound Cards
- Student Notebook

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Large Chart Paper

Week 1 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
o used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

Grade 3 Foundations

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T185

Week 1 Day 5 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
T186

Word Talk –

Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
Students quickly read the Word of the Day Cards.
- **Display Words**
Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words.
T186

Make It Fun

- **Matchmakers**
Divide students into groups of 3-5, give each group enough index cards to make 5 or 6 words. Students write a syllable from a two syllable word on each card. Students match syllables and write words on Dry Erase Writing Tablet, then read list to the class. T187

Dictation (Day 5 Check-Up) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Review Words**
- **Current Words**
- **Trick Words**
- **Sentence** T187

Week 2 Day 1 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.

- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 1 Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

- Index Cards
- Unit Word Resource List
- Dry Erase Writing Tablet, Markers, Erasers

- Sentence Frames
- Unit Resource Lists
- Composition Books

Week 2 Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frames
- Echo and/or Baby Echo

Grade 3 Foundations

- **R-Controlled Vowels and Vowel Teams Poster**

Introduced sounds

- **Suffixes**

4-5 Suffixes T188

Introduce New Concepts –

- **Teach New Suffixes**

Review previously taught suffixes. Introduce suffixes **–ful, –less, –ment, –ness, –ish, –en, and –able**, following procedures on T189.

- **Student Notebook Entry**

Students add newly taught suffixes to Student Notebook.

- **Teach Spelling**

Dictate word with suffix, students repeat the base word in syllables. Then use tiles to make each syllable, finally adding the yellow consonant suffix tile and spelling the suffix.

T188-189

Week 2 Day 2 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**

All vowels, new or challenging sounds, 4-5 other consonants.

- **Suffixes**

4-5 Suffixes T 190

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**

Base Word and Suffix

- **Make Words**

- **Student Notebook Entry** (*hand(ful)*) T190

Teach Trick Words

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*always, often, once*) T191

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**

- **Unit Words**

- **Trick Words**

- **Sentence** T191

Storytime –

- **Hopscotch**

Students use their ‘movie’ to retell the story, referring to illustrations, as needed. Ask comprehension questions.

o used throughout lesson

- Syllable Frames
- Letter Board
- Magnetic Letter and Suffix Tiles
- Student Notebook

Week 2 Day 2 in Foundations

- Standard Sound Cards
- Suffix Frames
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

- Student Copies of Phrased Story
- Large Chart Paper with Illustrations
- Dry Erase Writing Tablets, Markers, Erasers

Grade 3 Foundations

Students find and list all words with suffixes on their Dry Erase Writing Tablets, mark words. T191

Week 2 Day 3 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T 192

Trick Word Practice

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T192

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Base Word and Suffix
- **Make Words**
- **Student Notebook Entry** (*kind(ness)*) T193

Make It Fun –

Write prefixes and definitions on chart paper. Give the class either a prefix or definition on a strip of paper. Students match up prefixes and definitions. T193

Week 2 Day 4 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
T194

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**

Week 2 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frames
- Echo and/or Baby Echo
 - used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Unit Word of the Day Cards
- Unit Word Resource List
- Suffix Frames
- Large Writing Grid
- Student Notebook

- Word an definition page (PLC)
- Chart Paper

Week 2 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Sentence Frames
- Unit Resource Lists
- Composition Book

Grade 3 Foundations

- **Trick Words**
- **Sentence** T194-195

Storytime –

- **Hopscotch**
Students read the story silently, then work on fluent reading by reading it chorally, taking turns reading, or reading in pairs. T195

Week 2 Day 5 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
T196

Word Talk –

Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
Students quickly read the Word of the Day Cards.
- **Display Words**
Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words.
T196

Unit 5

Unit Test

Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds, words, and sentences. Have students repeat and then write independently. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them.

- **Dictate Sounds**
Dictate sounds. Students repeat, then write the letter individually.
- **Dictate Words**
Dictate words. Students repeat, then write the word individually.
- **Dictate Trick Words**
Dictate words, Students repeat, then write the word individually.
- **Students Do The Following to Above Words**
Scoop and mark syllables and circle suffixes.

Dictate Sentences

Dictate words, Students repeat, then write the sentence individually.

- Student Copies of Phrased Story

Week 2 Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Unit 5

- Composition Book
- Unit Test Tracker (PLC)

Grade 3 Foundations

<p>Lastly, have students scoop sentences to phrase them. T196</p> <p>If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>			
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</p> <p>Students think of synonyms, antonyms, or multiple meanings for a word</p> <p>During dictation, dictate a challenge sentence</p> <p>During dictation, students rewrite sentence turning statements into questions or questions into statements</p> <p>meanings for a word</p>	<p>Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</p> <p>Students think of synonyms, antonyms, or multiple meanings for a word</p> <p>During dictation, dictate a challenge sentence</p> <p>During dictation, students rewrite sentence turning statements into questions or questions into statements</p>	<p>Remind students to use visual resources</p> <p>Be aware of a student's trouble spots</p> <p>Assist by helping students tap or modify by tapping fingers on table</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Select a drill sound warm-up leader.</p> <p>Use Unit Resources to make additional word practice</p> <p>Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation</p> <p>Double-dose lesson during WIN period (if meets eligibility criteria)</p>	<p>Remind students to use visual resources</p> <p>Be aware of a student's trouble spots</p> <p>Assist by helping students tap or modify by tapping fingers on table</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Select a drill sound warm-up leader.</p> <p>Use Unit Resources to make additional word practice</p> <p>Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation</p> <p>Double-dose lesson during WIN period (if meets eligibility criteria)</p>

Unit Title: Unit 6 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.2.1.** - Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* in a literary text to demonstrate understanding of key details in a text.
- **RL.IT.2.3.** - Describe how characters in a story respond to major events and challenges using key details within a text.
- **RL.TS.2.4.** - Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections..

Grade 3 Foundations

- **RL.PP.2.5.** -Acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RL.MF. 2.6.** - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

NJSLS ELA Foundational Skills

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.A.** - Know spelling-sound correspondences for common vowel teams.
- **L.RF.2.3.B-** Decode regularly spelled two-syllable words with long vowels
- **L.RF.2.3.C-** Decode words with common prefixes and suffixes.
- **L.RF.2.3.D-** Identify words with inconsistent but common spelling-sound correspondences
- **L.RF.2.3.E.** - Recognize and read grade-appropriate irregularly spelled words.
- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.2.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.2.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Speaking and Listening

- **SL.PE.2.1.** - Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A** - Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.b.** - Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.c.** - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2.** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **S.PI.2.4.** - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.AS.2.6** - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

NJSLS ELA Language

- **L.WF.2.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.2.A-** Regular, single-syllable words that include:
 - o i. Position- based patterns (ch,-tch; k, -ck; -ge, -dge).
 - o ii. Complex consonant blends (scr, str, squ).
 - o iii. Less common vowel teams for long vowels (scr, str, squ).
 - o iv. Vowel-r combinations (turn, star, third, four/for).
 - o v. Contractions (we'll; i'm; they've; don't).
 - o vi. Homophones (bear, bare; past, passed).
 - o vii. Plurals and possessives (its, it's).
- **L.WF.2.3-** Demonstrate command and use of conventions of writing including those listed under grade one foundational skills
- **L.WF.2.3.A-** With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary
- **L.WF.2.3.C-** Supply adjectives in noun phrases to make them more precise or engaging
- **L.WF.2.3.F-** Use an apostrophe to form contractions and frequently occurring possessives
- **L.KL.2.1-** Use knowledge of language and its conventions when writing, speaking, reading or listening.
- **L.VL.2.2-** Determining 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
- **L.VL.2.2.A-** Use sentence level context as a clue to the meaning of a word or phrase

Grade 3 Foundations

- **L.VL.2.2.B-** Determine the meaning of the new word when formed when a known prefix is added to a known word (e.g., happy/unhappy. tell/retell)
- **L.VL.2.2.C-** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
- **L.VI.2.3-** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.VI.2.3.A-** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- **L.VI.2.3.B-** Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- **L.VI.2.3.C-** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

Central Idea / Enduring Understanding:

Students will...

- Identify parts of words (syllables, basewords, and suffixes).
- Identify syllable types (closed, vowel-consonant-e, r-controlled).
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Read and spell words with short vowels.
- Read and spell words with long vowels in vowel-consonant-e syllables.
- Read and spell words with r-controlled vowels.
- Read and spell words with vowel teams.
- Read and spell words with unexpected vowel sounds.
- Read and spell words with suffixes.
- Read and spell phonetically regular one-, two-, and three- syllable words.
- Divide multisyllabic words.
- Produce complete sentences.
- Apply correct punctuation.
- Apply capitalization rules.
- Read controlled stories with fluency, expression, and understanding.
- Retell short narrative stories, recounting key ideas and details.
- Use knowledge of the meaning of individual words to predict the meaning of a compound word.
- Describe how characters in a story respond to major events and challenges.
- Determine the central message of a story.

Essential/Guiding Question:

- What is a syllable type and how can it help us to read unfamiliar words?
- How will practice help us read and spell better?
- How do I know how to phrase my words when reading?
- Why do I have to pay attention to punctuation and capitalization when writing and reading?
- What role does fluency play in an effort to improve my comprehension?

Content:

Big Idea: Focus on vowel-consonant-e, and exceptions, different sounds for **—s**, spelling option procedure for words with more than one possible spelling. Reading and spelling procedures for multisyllabic words.

Learning Activity Overview:

1. **Dictation/Sounds:** Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle

Skills(Objectives):

- Review vowel-consonant-e syllables
- **s - /s/ and /z/**
- Spelling option procedure
- Two-syllable words with closed and vowel-consonant-e syllables

Grade 3 Foundations

<p>and helps students solidify both sound-symbol correspondence and letter formation.</p> <ol style="list-style-type: none"> 2. Dictation/Words (Multisyllabic Words): Students segment sounds and spell words dealing with one syllable at a time. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word. 3. Dictation Sentences: Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance. 4. Dictation/Trick Words: Students practice the spelling of high-frequency words. 5. Drill Sounds/Warm-Up: Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words. 6. Make it Fun: Designed to reinforce the unit concepts or review previously taught concepts with a game activity. 7. Storytime: Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency. 8. Trick Words: Students learn non-phonetic words using gross motor memory. 9. Word of the Day: Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit. 10. Word Talk: Designed to practice decoding and review past concepts and vocabulary. It helps to develop accuracy and automaticity of word reading. 	<ul style="list-style-type: none"> • Compound words • Vowel-consonant-e exception (-ive) • Suffix -ive • Trick Words: only, house, move, right, place, together • Sample Words: hope, confuse, reptile, olive, inventive
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Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> • Student Notebook • Student Composition Book • Direct Observation of Daily Work: <ul style="list-style-type: none"> o Letter-Keyword-Sounds o Tapping 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> • Assessment of Student Mastery <ul style="list-style-type: none"> o Unit Tests o Dictation (Day 5 Check-up)
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Grade 3 Foundations

- o Student Work on Dry Erase Board
- o Student Work on Letter Board
- o Student Work on Gel Board
- o Marking
- o Scooping
- Handwriting
- Dictation
- Letter Sound Correspondence
- Spelling
- Punctuation and Capitalization
- Questioning to Guide Student Learning and Mastery
- Student Collaboration
- Independent Application of Skills in Reading and Writing

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1 Day 1 in Foundations

Drill Sounds/Warm-Up –

Arrange Standard Sound Cards on chart as displayed on page T203. Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants. T206

Introduce New Concepts –

Review Vowel-Consonant-E Syllable

Using Standard Sound Cards, build the word **hop**, then **hope**, explaining that the final **e** makes the vowel long. Repeat with several words.

Review Long Vowel Sounds

Using Large Sound Cards, review letter-keyword-sound for long vowels. Review by reviewing both long and short vowel sounds on the Large Sound Cards.

Teach Students To Mark Words

Demonstrate marking the v-e syllable.

Student Notebook Entry

Students color the v-e picture in the Student Notebook. T207

Teach Trick Words

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*only, house, move*) T207

Week 1 Day 2 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**

New or challenging sounds, short and long vowels

Resources:

Week 1 Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Large Sound Cards
- Unit Word Resource List
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

Week 1 Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo

Grade 3 Foundations

<ul style="list-style-type: none"> ● Standard Sound Cards All vowels, new or challenging sounds, 4-5 other consonants. T208 <p>Word of the Day – Complete following the Learning Activity procedures.</p> <ul style="list-style-type: none"> ● Review Concepts V-e Syllable ● Make Words ● Student Notebook Entry (<i>doze</i>) T208 <p>Introduce New Concepts –</p> <ul style="list-style-type: none"> ● Review Echo/Find Letters Using Standard Sound Cards, review that the e makes the vowel long. Use blank Standard Sound Cards to illustrate this idea. ● Review Spelling of V-E Syllables Build and tap the words hop and hope. Repeat with several words. ● Teach Spelling Of /k/ Sound in V-E Syllables Using Standard Sound Cards, build words to explain when the various spellings of /k/ are used. Practice tapping. T208-209 <p><u>Week 1 Day 3 in Foundations</u> Drill Sounds/Warm-Up – Complete the following Learning Activity procedures.</p> <ul style="list-style-type: none"> ● Large Sound Cards New or challenging sounds. ● Standard Sound Cards All vowels, new or challenging sounds, 4-5 other consonants. ● Trick Word Drill Introduced, but not mastered, Trick Words. T210 <p>Introduce New Concepts –</p> <ul style="list-style-type: none"> ● Teach Reading of V-E Words With Suffixes Use the Standard Sound Cards and –s to demonstrate words with this suffix. Repeat with 5-6 words. ● Teach Spelling Of V-E Words With Suffixes Dictate a word, student builds it with Standard Sound Cards, using Suffix Frame, add suffix. Repeat with 3-4 words. T210 <p>Dictation (Dry Erase) – Complete following the Learning Activity procedures.</p> <ul style="list-style-type: none"> ● Unit Sounds ● Unit Words ● Trick Words ● Sentence T211 	<ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> ● Unit Word of the Day Cards ● Unit Word Resource List ● Large Writing Grid ● Student Notebook <ul style="list-style-type: none"> ● Standard Sound Cards ● Unit Word Resource List <p><u>Week 1 Day 3 in Foundations</u></p> <ul style="list-style-type: none"> ● Large Sound Cards ● Standard Sound Cards ● Trick Word Flashcards ● Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> ● Standard Sound Cards ● Suffix Frame ● Unit Word Resource List <ul style="list-style-type: none"> ● Unit Resource Lists ● Large Writing Grid ● Dry Erase Writing Tablets, Markers, Erasers ● Sentence Frames ● Student Notebook
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Grade 3 Foundations

Storytime –

- **Babe Ruth**
Students read scooped story silently, discuss title and make predictions. Teacher reads story, students ‘make a movie’ in their minds. Stop to ask questions and explain vocabulary. Draw sketches on chart paper, representing the main story events, students use pictures to retell story. Students practice fluent reading. T211

Week 1 Day 4 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants. T212

Introduce New Concepts –

- **Review The Sound /z/**
Using Standard Sound Cards, build the word **bugs**, explaining that the **s** makes the **/z/** sound. Explain when this occurs.
- **Teach Spelling Options For /z/**
Teach procedure for spelling **/z/**, explain that both **z** and **s** both can make the **/z/** sound. Review with several words. Use blank Letter Tiles to illustrate the rule. Complete by following the Learning Activity procedures. T212-213

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T213

Week 1 Day 5 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
- **Standard Sound Cards**
- **R-Controlled Vowels and Vowel Teams Poster**
- **Trick Word Drill** T214

Make It Fun –

- **Stand Up**
Select words with introduced syllable types, students echo the words and stand up when they hear the v-e syllable. T214

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Large Chart Paper

Week 1 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Unit Resource Word List

- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 1 Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson
- Unit Word Resource List

Grade 3 Foundations

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
V-e Syllable
- **Make Words**
- **Student Notebook Entry** (*doze*) T215

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T215

Dictation (Day 5 Check-Up) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Review Words**
- **Current Words**
- **Trick Words**
- **Sentence** T215

Week 2 Day 1 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T216

Introduce New Concepts –

- **Teach Reading Of Two-Syllable Word With V-E Suffix**
Explain that the v-e and closed syllables can be combined to make longer words. Review how these words are divided. Build several words to practice, mark. T216-217

Teach Trick Words –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*right, place, together*) T217

Storytime –

- **Babe Ruth**
Students use their ‘movie’ to retell the story, referring to illustrations, as needed. Ask comprehension questions. Students find v-e words, write, and mark words. T217

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Books

Week 2 Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frames
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Unit Word Resource List

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Student Copies of Phrased Story
- Large Chart Paper with Illustrations
- Dry Erase Writing Tablets, Markers, Erasers

Grade 3 Foundations

Week 2 Day 2 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds, short and long vowels
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
T218

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Syllable Division
- **Make Words**
- **Student Notebook Entry** (*reptile*) T218

Introduce New Concepts –

- **Teach Vowel-Consonant-E Exception (ive)**
Using Standard Sound Cards, review closed syllable exceptions **–ind, -ild, -old, -olt, ost**). Discuss the concept of v-e exceptions, and introduce **–ive** exceptions, teach marking. Make several words.
- **Teach Suffix (-ive)**
Explain that **–ive** can also be a suffix and give examples using Standard Sound Cards and Suffix Frame.
- **Teach Spelling**
Dictate **–ive** words and have students build them, discerning if they are used as a v-e syllable, or as a suffix.
- **Student Notebook Entry**
Add to Student Notebook. T219

Week 2 Day 3 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds, short and long vowels
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants. T220

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Syllable Division with v-e
- **Make Words**
- **Student Notebook Entry** (*adjective*) T220

Week 2 Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Standard Sound Cards
- Suffix Frame
- Unit Word Resource List
- Student Notebook

Week 2 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

Grade 3 Foundations

Make It Fun –

- **Syllable Marker**
Dictate word, students repeat in syllables, then identify syllable types using syllable markers. Student writes the word on White Syllable Frames and marks. T221

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T221

Week 2 Day 4 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T222

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T222

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T223

Storytime –

- **Babe Ruth**
Students read the story silently, then work on fluent reading by reading it chorally, taking turns reading, or reading in pairs. T223

Week 2 Day 5 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**

- Syllable Marker Activity Sheet (PLC)
- Unit Word Resource List
- White Syllable Frames
- Word List for Dictation (T221)

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Week 2 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frames
- Echo and/or Baby Echo
 - used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Book

- Student Copies of Phrased Story

Week 1 Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Trick Word Flashcards

Grade 3 Foundations

<p>All vowels, new or challenging sounds, 4-5 other consonants.</p> <ul style="list-style-type: none">● R-Controlled Vowels and Vowel Teams Poster Introduced sounds● Trick Word Drill Introduced, but not mastered, Trick Words. T224 <p>Word Talk – Complete following the Learning Activity procedures.</p> <ul style="list-style-type: none">● Read Word of the Day Cards Practice Pack Students quickly read the Word of the Day Cards.● Display Words Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T224 <p>Unit 6 Unit Test Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds, words, and sentences. Have students repeat and then write independently. Students <u>can</u> use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them.</p> <ul style="list-style-type: none">● Dictate Sounds Dictate sounds. Students repeat, then write the letter individually.● Dictate Words Dictate words. Students repeat, then write the word individually.● Dictate Trick Words Dictate words, Students repeat, then write the word individually.● Students Do The Following to Above Words Scoop and mark syllable types and vowel sounds. Circle suffixes <p>Dictate Sentences Dictate words, Students repeat, then write the sentence individually. Lastly, have students scoop sentences to phrase them. T225</p> <p>If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	<ul style="list-style-type: none">● Echo and/or Baby Echo<ul style="list-style-type: none">○ used throughout lesson● Standard Sound Cards● Word of the Day Cards● Word Resource List <p>Unit 6</p> <ul style="list-style-type: none">● Composition Book● Unit Test Tracker (PLC)		
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
<p>High-Achieving Students</p> <p>Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</p>	<p>On Grade Level Students</p> <p>Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</p>	<p>Struggling Students</p> <p>Remind students to use visual resources</p> <p>Be aware of a student's trouble spots</p>	<p>Special Needs/ELL</p> <p>Remind students to use visual resources</p> <p>Be aware of a student's trouble spots</p>

Grade 3 Foundations

<p>Students think of synonyms, antonyms, or multiple meanings for a word</p> <p>During dictation, dictate a challenge sentence</p> <p>During dictation, students rewrite sentence turning statements into questions or questions into statements</p>	<p>Students think of synonyms, antonyms, or multiple meanings for a word</p> <p>During dictation, dictate a challenge sentence</p> <p>During dictation, students rewrite sentence turning statements into questions or questions into statements</p>	<p>Assist by helping students tap or modify by tapping fingers on table</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Select a drill sound warm-up leader.</p> <p>Use Unit Resources to make additional word practice</p> <p>Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation</p> <p>Double-dose lesson during WIN period (if meets eligibility criteria)</p>	<p>Assist by helping students tap or modify by tapping fingers on table</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Select a drill sound warm-up leader.</p> <p>Use Unit Resources to make additional word practice</p> <p>Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation</p> <p>Double-dose lesson during WIN period (if meets eligibility criteria)</p>
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Unit Title: Unit 7 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.2.1.** - Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* in a literary text to demonstrate understanding of key details in a text.
- **RL.IT.2.3.** - Describe how characters in a story respond to major events and challenges using key details within a text.
- **RL.TS.2.4.** - Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections..
- **RL.PP.2.5.** -Acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RL.MF. 2.6.** - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

NJSLS ELA Foundational Skills

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.A.** - Know spelling-sound correspondences for common vowel teams.
- **L.RF.2.3.B-** Decode regularly spelled two-syllable words with long vowels
- **L.RF.2.3.C-** Decode words with common prefixes and suffixes.
- **L.RF.2.3.D-** Identify words with inconsistent but common spelling-sound correspondences
- **L.RF.2.3.E.** - Recognize and read grade-appropriate irregularly spelled words.
- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.2.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.

Grade 3 Foundations

- **L.RF.2.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Speaking and Listening

- **SL.PE.2.1.** - Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A** - Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.b.** - Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.c.** - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2.** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **S.PI.2.4.** - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.AS.2.6** - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

NJSLS ELA Language

- **L.WF.2.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.2.A**- Regular, single-syllable words that include:
 - o i. Position- based patterns (ch,-tch; k, -ck; -ge, -dge).
 - o ii. Complex consonant blends (scr, str, squ).
 - o iii. Less common vowel teams for long vowels (scr, str, squ).
 - o iv. Vowel-r combinations (turn, star, third, four/for).
 - o v. Contractions (we'll; i'm; they've; don't).
 - o vi. Homophones (bear, bare; past, passed).
 - o vii. Plurals and possessives (its, it's).
- **L.WF.2.3**- Demonstrate command and use of conventions of writing including those listed under grade one foundational skills
- **L.WF.2.3.A**- With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary
- **L.WF.2.3.C**- Supply adjectives in noun phrases to make them more precise or engaging
- **L.WF.2.3.F**- Use an apostrophe to form contractions and frequently occurring possessives
- **L.KL.2.1**- Use knowledge of language and its conventions when writing, speaking, reading or listening.
- **L.VL.2.2**- Determining 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
- **L.VL.2.2.A**- Use sentence level context as a clue to the meaning of a word or phrase
- **L.VL.2.2.B**- Determine the meaning of the new word when formed when a known prefix is added to a known word (e.g., happy/unhappy. tell/retell)
- **L.VL.2.2.C**- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
- **L.VI.2.3**- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.VI.2.3.A**- Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- **L.VI.2.3.B**- Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- **L.VI.2.3.C**- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

Grade 3 Foundations

<p><u>Central Idea / Enduring Understanding:</u> Students will...</p> <ul style="list-style-type: none"> • Identify parts of words (syllables, basewords, and suffixes). • Identify syllable types (closed, vowel-consonant-e, open, r-controlled). • Read and spell words with short vowels. • Read and spell words with long vowels in vowel-consonant-e and open syllables. • Read and spell words with r-controlled vowels. • Read and spell words with vowel teams. • Read and spell words with unexpected vowel sounds. • Read and spell words with suffixes. • Read and spell phonetically regular one-, two-, and three- syllable words. • Divide multisyllabic words. • Produce complete sentences. • Apply correct punctuation. • Apply capitalization rules. • Read controlled stories with fluency, expression, and understanding. • Retell facts from informational text. • Locate facts and details in narrative and informational writing. • Make judgments and predictions from given facts. • Identify the main topic/purpose of an informational text as well as the focus of specific paragraphs. 	<p><u>Essential/Guiding Question:</u></p> <ul style="list-style-type: none"> • What is a syllable type and how can it help us to read unfamiliar words? • How do we make sure we understand what we read? • How do I know how to phrase my words when reading? • Why do I have to pay attention to punctuation and capitalization when writing and reading? • What role does fluency play in an effort to improve my comprehension?
<p><u>Content:</u> Big Idea: Introduce the open syllable and y as a vowel.</p> <p>Learning Activity Overview:</p> <ol style="list-style-type: none"> 1. Dictation/Sounds: Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation. 2. Dictation/Words (Multisyllabic Words): Students segment sounds and spell words dealing with one syllable at a time. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word. 3. Dictation Sentences: Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance. 4. Dictation/Trick Words: Students practice the spelling of high-frequency words. 5. Drill Sounds/Warm-Up: Every lesson starts with a quick warm-up drill. Students must memorize the 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • Open syllable type • y as a vowel • Combining open syllables with closed and vowel-consonant-e syllables • Additional syllable division rules • y, ly, ty suffixes • Trick Words: eight, large, change, city, every, family, night, carry, something • Sample Words: no, music, relate, cry, baby, chilly

Grade 3 Foundations

<p>letter-keyword sound. It also includes flashcard reading of trick words.</p> <p>6. Echo/Find Letters: Students reinforce their skill of matching a letter to a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.</p> <p>7. Echo/Find Words (Multisyllabic Words): Students learn to break words into syllables and spell one syllable at a time helping them with the task of spelling longer words.</p> <p>8. Make it Fun: Designed to reinforce the unit concepts or review previously taught concepts with a game activity.</p> <p>9. Storytime: Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>10. Trick Words: Students learn non-phonetic words using gross motor memory.</p> <p>11. Word of the Day: Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit.</p> <p>12. Word Talk: Designed to practice decoding and review past concepts and vocabulary. It helps to develop accuracy and automaticity of word reading.</p>	
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Stage 2: Assessment Evidence

<p><u>Performance Task(s):</u></p> <ul style="list-style-type: none"> ● Student Notebook ● Student Composition Book ● Direct Observation of Daily Work: <ul style="list-style-type: none"> ○ Letter-Keyword-Sounds ○ Tapping ○ Student Work on Dry Erase Board ○ Student Work on Letter Board ○ Student Work on Gel Board ○ Marking ○ Scooping ● Handwriting ● Dictation ● Letter Sound Correspondence ● Spelling ● Punctuation and Capitalization 	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> ● Assessment of Student Mastery <ul style="list-style-type: none"> ○ Unit Tests ○ Dictation (Day 5 Check-up)
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Grade 3 Foundations

- Questioning to Guide Student Learning and Mastery
- Student Collaboration
- Independent Application of Skills in Reading and Writing

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1 Day 1 in Foundations

Drill Sounds/Warm-Up –

Arrange Standard Sound Cards on chart as displayed on page T231. Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T234

Introduce New Concepts –

- **Teach Open Syllable**
Using Standard Sound Cards, build the words **got** and **go** to illustrate the difference between closed and open syllables. Build more words (real and nonsense) to practice.
- **Teach Y Saying /i/ At the End Of A One-Syllable Word**
Introduce the rule, build words for practice.
- **Teach Marking Open Syllables**
Follow instructions in TE.
- **Teach Keywords**
Use the Large Sound Cards to introduce keywords. Complete Student Notebook entry.
T234-235

Teach Trick Words –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*eight, large, change*) T235

Week 1 Day 2 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

Large Sound Cards

New or challenging sounds.

Standard Sound Cards

All vowels, new or challenging sounds, 4-5 other consonants.

R-Controlled Vowels and Vowel Teams Poster

Introduced sounds

Suffixes

Resources:

Week 1 Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frames
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Large Sound Cards
- Unit Word Resource List
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

Week 1 Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frames
- Echo and/or Baby Echo
 - o used throughout lesson

Grade 3 Foundations

4-5 Suffixes T236

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Open Syllable and Y as a Vowel
- **Make Words**
- **Student Notebook Entry** (*shy*) T236

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T237

Introduce New Concepts –

- **Teach Echo/Find Letters**
Dictate long vowel sounds, students place appropriate tiles on board, along with tiles to represent syllable rule.
- **Teach Spelling**
Dictate word, discuss vowel sound, student builds word, other students build words on Letter Boards. T237

Week 1 Day 3 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T238

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T238

Make It Fun –

- **That's Nonsense!**
Student circles a nonsense word from list. Student builds and marks word while other students do the same on Letter Boards. Student then changes a letter to make it a different syllable type, and changes marking. T239

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Standard Sound Cards
- Unit Word Resource List
- Letter Boards
- Magnetic Letter Tiles

Week 1 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frames
- Echo and/or Baby Echo
 - o used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Letter Boards
- Magnetic Letter Tiles
- List of Pseudo-words (TE 239)
- Standard Sound Cards
- Unit Word Resource List

Grade 3 Foundations

Storytime –

- **Adjectives Are Handy**
Students read scooped story silently, discuss title and make predictions. Teacher reads story, modeling phrasing and fluency. Stop at each paragraph to discuss story, vocabulary and events. Students visualize and practice reading fluently. T239

Week 1 Day 4 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Trick Word Drill**
Introduced, but not mastered, Trick Words. T240

Introduce New Concepts –

- **Teach Open Syllables At The End Of Words**
Build words with open syllables at the end. Discuss the syllable types, and the effect of the open syllable on the vowel. Students write and mark word on Dry Erase Writing Tablet. Repeat with several words. T241

Echo/Find Letters and Words –

- **Echo/Find Letters**
Dictate a sound and hold up Echo, students repeat. Students point to the letter, saying the name.
- **Echo/Find Words**
Dictate words. Follow procedures for words with a suffix, multisyllabic words, and words with spelling options. T241

Week 1 Day 5 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T242

Word of the Day –

Complete following the Learning Activity procedures.

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story

Week 1 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Syllable Frames
- Unit Word Resource List
- Dry Erase Writing Tablets, Markers, Erasers

- Standard Sound Cards
- Unit Word Resource List
- Letter Boards
- Magnetic Letter Tiles
- Suffix Frames
- Syllable Frames

Week 1 Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frames
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards

Grade 3 Foundations

- **Review Concepts**
Syllable Division
- **Make Words**
- **Student Notebook Entry** (*predict*) T242

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T243

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T243

Week 2 Day 1 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T244

Teach Trick Words –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*city, every, family*) T244

Introduce New Concepts –

Explain that a two-syllable word that ends with the /ē/ sound, use a vowel **y**. Expand to discuss double consonants before the **y**. Use Standard Sound Cards to build several words for practice. Complete Student Notebook entry. T245

Storytime –

- **Adjectives Are Handy**
Students use their 'movie' to retell some facts. Ask comprehension questions that require students to read closely, telling the words in text they used to answer question. Give students words and have them reply with adjectives to describe the words. T245

- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 2 Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frames
- Echo and/or Baby Echo
o used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Standard Sound Cards
- Unit Word Resource List
- Student Notebook

- Student Copies of Phrased Story

Grade 3 Foundations

Week 2 Day 2 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants. T246

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Y sound at the end of a word, z sound
- **Make Words**
- **Student Notebook Entry** (*cozy*) T246

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T247

Echo/Find Letters and Words –

- **Echo/Find Letters**
Dictate long vowel sounds, students place appropriate tiles on board, along with tiles to represent syllable rule. (*3-5 sounds*)
- **Echo/Find Words**
Dictate word, discuss taught syllables, exceptions, and other rules, student builds word, other students build words on Letter Boards. T247

Week 2 Day 3 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants. T248

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Y sound at the end of a two-syllable word
- **Make Words**
- **Student Notebook Entry** (*duty*) T248

Make It Fun –

- **Prefix Puzzle**
Write prefixes on chart paper and discuss meaning, give examples. Students work on the Prefix Puzzle in pairs. Use word list on chart paper for reference. T249

Week 2 Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Standard Sound Cards
- Syllable Frames
- Suffix Frames
- Unit Word Resource List
- Letter Boards
- Magnetic Letter Tiles

Week 2 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Prefix Puzzle (PLC)
- Word List on Chart Paper (T249)

Grade 3 Foundations

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T249

Week 2 Day 4 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
T250

Word Talk –

Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
Students quickly read the Word of the Day Cards.
- **Display Words**
Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words.
T250

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T251

Storytime –

- **Adjectives Are Handy**
Students read the story silently, then work on fluent reading by reading it chorally, taking turns reading, or reading in pairs. T251

Week 2 Day 5 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Week 2 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

- Sentence Frames
- Unit Resource Lists
- Composition Book

- Student Copies of Phrased Story

Week 2 Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frames
- Echo and/or Baby Echo
 - o used throughout lesson

Grade 3 Foundations

- **Suffixes**

4-5 Suffixes T252

Word Talk –

Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
- **Display Words**

Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words.

T252

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T253

Dictation (Day 5 Check-Up) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Review Words**
- **Current Words**
- **Trick Words**
- **Sentence** T253

Week 3 Day 1 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Suffixes**
4-5 Suffixes T254

Teach Trick Words –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*night, carry, something*) T254

Introduce New Concepts –

- **Teach Suffixes (-y, -ly, -ty)**
Using Standard Sound Cards, build words with the above suffixes. Discuss how the suffixes change the word. Build several words for practice. Complete Student Notebook entry.
T255

Echo/Find Letters and Words –

- **Echo/Find Letters**

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Books

Week 3 Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Suffix Frames
- Echo and/or Baby Echo
 - o used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Standard Sound Cards
- Suffix Frame
- Unit Word Resource List
- Student Notebook

- Standard Sound Cards
- Unit Word Resource List

Grade 3 Foundations

Dictate a sound and hold up Echo, students repeat.
Students point to the letter, saying the name.

- **Echo/Find Words**

Dictate words. Follow procedures for words with a suffix, multisyllabic words, and words with spelling options.
T255

Week 3 Day 2 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T256

Trick Word Practice

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T256

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Base word and suffix
- **Make Words**
- **Student Notebook Entry** (*safe(ty)*) T257

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T257

Week 3 Day 3 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Suffixes**
4-5 Suffixes T258

- Letter Boards
- Magnetic Letter Tiles
- Suffix Frames
- Syllable Frames

Week 3 Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - o used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Week 3 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Suffix Frame
- Echo and/or Baby Echo
 - o used throughout lesson

Grade 3 Foundations

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Base word and suffix
- **Make Words**
- **Student Notebook Entry** (*brave(ly)*) T258

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T259

Make It Fun –

- **Add The Suffix**
Divide students into groups of 3 or 4. Students use Dry Erase Writing Tablets to add suffixes to the words on the board. Groups share words. T259

Week 3 Day 4 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
Vowels, challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T260

Word Talk –

Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
- **Display Words**
Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T260

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T261

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T261

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Dry Erase Writing Tablets
- Word List Written On Index Cards (T259)
- Suffix Frames (-y, -ly, -ty)

Week 3 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Book

Grade 3 Foundations

Week 3 Day 5 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
T262

Word Talk –

Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
- **Display Words**
Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words.
T262

Unit 7

Unit Test

Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds, words, and sentences. Have students repeat and then write independently. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them.

- **Dictate Sounds**
Dictate sounds. Students repeat, then write the letter individually.
- **Dictate Words**
Dictate words. Students repeat, then write the word individually.
- **Dictate Trick Words**
Dictate words, Students repeat, then write the word individually.
- **Students Do The Following to Above Words**
Scoop and mark syllable types and vowel sounds.
Circle Suffixes
Indicate the sound of the **y** with /ī/ or /ē/

Dictate Sentences

Dictate words, Students repeat, then write the sentence individually.

Lastly, have students scoop sentences to phrase them. T263

If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill.

Track scores with the Unit Test Tracker (PLC).

Week 3 Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Unit 7

- Composition Book
- Unit Test Tracker (PLC)

Grade 3 Foundations

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</p> <p>Students think of synonyms, antonyms, or multiple meanings for a word</p> <p>During dictation, dictate a challenge sentence</p> <p>During dictation, students rewrite sentence turning statements into questions or questions into statements</p>	<p>Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</p> <p>Students think of synonyms, antonyms, or multiple meanings for a word</p> <p>During dictation, dictate a challenge sentence</p> <p>During dictation, students rewrite sentence turning statements into questions or questions into statements</p>	<p>Remind students to use visual resources</p> <p>Be aware of a student's trouble spots</p> <p>Assist by helping students tap or modify by tapping fingers on table</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Select a drill sound warm-up leader.</p> <p>Use Unit Resources to make additional word practice</p> <p>Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation</p> <p>Double-dose lesson during WIN period (if meets eligibility criteria)</p>	<p>Remind students to use visual resources</p> <p>Be aware of a student's trouble spots</p> <p>Assist by helping students tap or modify by tapping fingers on table</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Select a drill sound warm-up leader.</p> <p>Use Unit Resources to make additional word practice</p> <p>Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation</p> <p>Double-dose lesson during WIN period (if meets eligibility criteria)</p>

Unit Title: Unit 8 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.2.1.** - Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* in a literary text to demonstrate understanding of key details in a text.
- **RL.IT.2.3.** - Describe how characters in a story respond to major events and challenges using key details within a text.
- **RL.TS.2.4.** - Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections..
- **RL.PP.2.5.** -Acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RL.MF. 2.6.** - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

Grade 3 Foundations

NJSLS ELA Foundational Skills

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.A.** - Know spelling-sound correspondences for common vowel teams.
- **L.RF.2.3.B.** - Decode regularly spelled two-syllable words with long vowels
- **L.RF.2.3.C.** - Decode words with common prefixes and suffixes.
- **L.RF.2.3.D.** - Identify words with inconsistent but common spelling-sound correspondences
- **L.RF.2.3.E.** - Recognize and read grade-appropriate irregularly spelled words.
- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.2.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.2.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Speaking and Listening

- **SL.PE.2.1.** - Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A** - Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.b.** - Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.c.** - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2.** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **S.PI.2.4.** - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.AS.2.6** - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

NJSLS ELA Language

- **L.WF.2.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.2.A**- Regular, single-syllable words that include:
 - o i. Position- based patterns (ch,-tch; k, -ck; -ge, -dge).
 - o ii. Complex consonant blends (scr, str, squ).
 - o iii. Less common vowel teams for long vowels (scr, str, squ).
 - o iv. Vowel-r combinations (turn, star, third, four/for).
 - o v. Contractions (we'll; i'm; they've; don't).
 - o vi. Homophones (bear, bare; past, passed).
 - o vii. Plurals and possessives (its, it's).
- **L.WF.2.3**- Demonstrate command and use of conventions of writing including those listed under grade one foundational skills
- **L.WF.2.3.A**- With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary
- **L.WF.2.3.C**- Supply adjectives in noun phrases to make them more precise or engaging
- **L.WF.2.3.F**- Use an apostrophe to form contractions and frequently occurring possessives
- **L.KL.2.1**- Use knowledge of language and its conventions when writing, speaking, reading or listening.
- **L.VL.2.2**- Determining 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
- **L.VL.2.2.A**- Use sentence level context as a clue to the meaning of a word or phrase
- **L.VL.2.2.B**- Determine the meaning of the new word when formed when a known prefix is added to a known word (e.g., happy/unhappy. tell/retell)
- **L.VL.2.2.C**- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
- **L.VI.2.3**- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.VI.2.3.A**- Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).

Grade 3 Foundations

- **L.VI.2.3.B-** Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- **L.VI.2.3.C-** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

Central Idea / Enduring Understanding:

Students will...

- Identify parts of words (syllables, basewords, and suffixes).
- Identify syllable types (closed, vowel-consonant-e, open, r-controlled).
- Read and spell words with r-controlled vowels.
- Read and spell words with suffixes.
- Divide multisyllabic words.
- Apply correct punctuation.
- Apply capitalization rules.
- Read controlled stories with fluency, expression, and understanding.
- Describe how characters in a story respond to major events and challenges.
- Determine the central message of a story.

Essential/Guiding Question:

- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do we make sure we understand what we read?
- How do I know how to phrase my words when reading?
- Why do I have to pay attention to punctuation and capitalization when writing and reading?

Content:

Big Idea: Focus on the r-controlled syllable, and combining it with other syllable types to make multisyllabic words.

Learning Activity Overview:

1. **Dictation/Sounds:** Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
2. **Dictation/Words (Multisyllabic Words):** Students segment sounds and spell words dealing with one syllable at a time. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
3. **Dictation Sentences:** Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance.
4. **Dictation/Trick Words:** Students practice the spelling of high-frequency words.
5. **Drill Sounds/Warm-Up:** Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words.

Skills(Objectives):

- R-controlled syllable type
- Sounds of **ar** and **or**
- Combining r-controlled syllables with other syllable types
- Trick Words: **world, answer, different**
- Sample Words: **fort, part, orbit, party**

Grade 3 Foundations

6. **Make it Fun:** Designed to reinforce the unit concepts or review previously taught concepts with a game activity.
7. **Storytime:** Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.
8. **Trick Words:** Students learn non-phonetic words using gross motor memory.
9. **Word of the Day:** Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit.
10. **Word Talk:** Designed to practice decoding and review past concepts and vocabulary. It helps to develop accuracy and automaticity of word reading.

Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook
- Student Composition Book
- Direct Observation of Daily Work:
 - o Letter-Keyword-Sounds
 - o Tapping
 - o Student Work on Dry Erase Board
 - o Student Work on Letter Board
 - o Student Work on Gel Board
 - o Marking
 - o Scooping
- Handwriting
- Dictation
- Letter Sound Correspondence
- Spelling
- Punctuation and Capitalization
- Questioning to Guide Student Learning and Mastery
- Student Collaboration
- Independent Application of Skills in Reading and Writing

Other Evidence:

- Assessment of Student Mastery
 - o Unit Tests
 - o Dictation (Day 5 Check-up)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1 Day 1 in Foundations

Drill Sounds/Warm-Up –

Arrange Standard Sound Cards on chart as displayed on page T269. Complete the following Learning Activity procedures.

- **Standard Sound Cards**

Resources:

Week 1 Day 1 in Foundations

- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster

Grade 3 Foundations

All vowels, new or challenging sounds, 4-5 other consonants.

- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds T272

Introduce New Concepts –

- **Teach R-Controlled Sounds (ar, or)**
Using Large Sound Cards, drill the sounds for **ar** and **or**.
Using Standard Sound Cards, build the words **car** and **horn**, using the **ar** and **or** cards, demonstrate tapping.
Explain that this is not a closed syllable because the **r** controls the sound or the vowel.
- **Teach Marking R-Controlled Syllables**
Demonstrate marking the R-Controlled syllable
- **Teach Combining R-Controlled Syllables With Other Syllable Types**
Demonstrate combining different syllable types.
- **Teach Syllable Division**
Demonstrate and explain where the division occurs when a word contains an R-Controlled syllable.
Complete Student Notebook entry.
T272-273

Teach Trick Words –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*world, answer, different*) T273

Week 1 Day 2 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Suffixes**
4-5 Suffixes T274

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
R-Controlled Syllable
- **Make Words**
- **Student Notebook Entry** (*harm*) T274

Make It Fun –

- **Sound Switch**
Write words on board, students build words one at a time. After building the word, replace the r-controlled tile with another r-controlled tile, tap and read the new word. If it is a real word, write it on paper. When ten words are completed, share word lists. T275

- Echo and/or Baby Echo
 - used throughout lesson

- Large Sound Cards
- Standard Sound Cards
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

Week 1 Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Letter Board
- Magnetic Letter Tiles
- Word List (T275)

Grade 3 Foundations

Introduce New Concepts –

- **Teach Spelling**
- **Teach Echo/Find Letters and Words**
Dictate sounds **ar** and **or**, students locate tiles. Dictate **ar** and **or** words, students tap, spell, and build. Repeat with words with suffixes.
- **Teach Spellings of /or/**
Demonstrate that both **or** and **ore** make the /or/ sound. Build several words to review the /ar/ and /or/ sounds.
T275

Week 1 Day 3 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
T276

Storytime –

- **Changing Places**
Students read scooped story silently, discuss title and make predictions. Teacher reads story, modeling phrasing and fluency. Stop at each paragraph to discuss story, vocabulary and events. Students visualize and practice reading fluently. Students find and list 5 words with r-controlled syllables. T276

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T277

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T277

Week 1 Day 4 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**

- Letter Board
- Magnetic Letter Tiles
- Unit Word Resource List
- Suffix Frame

Week 1 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
o used throughout lesson

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Week 1 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards

Grade 3 Foundations

<p>New or challenging sounds.</p> <ul style="list-style-type: none"> • Standard Sound Cards All vowels, new or challenging sounds, 4-5 other consonants. • R-Controlled Vowels and Vowel Teams Poster Introduced sounds • Suffixes 4-5 Suffixes T278 <p>Word of the Day – Complete following the Learning Activity procedures.</p> <ul style="list-style-type: none"> • Review Concepts R-Controlled Syllable • Make Words • Student Notebook Entry (<i>forbid</i>) T278 <p>Trick Word Practice – Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (<i>current trick word, 1-2 review trick words</i>) T279</p> <p>Dictation (Composition Book) – Complete following the Learning Activity procedures.</p> <ul style="list-style-type: none"> • Unit Sounds • Unit Words • Trick Words • Sentence T279 <p><u>Week 1 Day 5 in Foundations</u> Drill Sounds/Warm-Up – Complete the following Learning Activity procedures.</p> <ul style="list-style-type: none"> • Large Sound Cards New or challenging sounds. • Standard Sound Cards All vowels, new or challenging sounds, 4-5 other consonants. • R-Controlled Vowels and Vowel Teams Poster Introduced sounds • Trick Word Drill Introduced, but not mastered, Trick Words. T280 <p>Word Talk – Complete following the Learning Activity procedures.</p> <ul style="list-style-type: none"> • Read Word of the Day Cards Practice Pack Students quickly read the Word of the Day Cards. • Display Words Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T280 	<ul style="list-style-type: none"> • R-Controlled Vowels Poster • Vowel Teams Poster • Suffix Frame • Echo and/or Baby Echo <ul style="list-style-type: none"> o used throughout lesson <ul style="list-style-type: none"> • Unit Word of the Day Cards • Unit Word Resource List • Large Writing Grid • Student Notebook <ul style="list-style-type: none"> • Trick Word Flashcards • Large Writing Grid • Gel Board with Magic Pen • Student Notebook <ul style="list-style-type: none"> • Sentence Frames • Unit Resource Lists • Composition Book <p><u>Week 1 Day 5 in Foundations</u></p> <ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • R-Controlled Vowels Poster • Vowel Teams Poster • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> o used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Word of the Day Cards • Word Resource List
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Grade 3 Foundations

<p>Unit 8 Unit Test</p> <p>Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds, words, and sentences. Have students repeat and then write independently. Students <u>can</u> use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them.</p> <ul style="list-style-type: none">● Dictate Sounds Dictate sounds. Students repeat, then write the letter individually.● Dictate Words Dictate words. Students repeat, then write the word individually.● Dictate Trick Words Dictate words, Students repeat, then write the word individually. <p>Students Do The Following to Above Words</p> <p>Scoop and mark syllable types and vowel sounds. Circle suffixes.</p> <p>Dictate Sentences</p> <p>Dictate words, Students repeat, then write the sentence individually. Lastly, have students scoop sentences to phrase them. T281</p> <p>If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	<p>Unit 8</p> <ul style="list-style-type: none">● Composition Book● Unit Test Tracker (PLC)		
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
<p>High-Achieving Students</p> <p>Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</p> <p>Students think of synonyms, antonyms, or multiple meanings for a word</p> <p>During dictation, dictate a challenge sentence</p> <p>During dictation, students rewrite sentence turning statements into questions or questions into statements</p>	<p>On Grade Level Students</p> <p>Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</p> <p>Students think of synonyms, antonyms, or multiple meanings for a word</p> <p>During dictation, dictate a challenge sentence</p> <p>During dictation, students rewrite sentence turning statements into questions or questions into statements</p>	<p>Struggling Students</p> <p>Remind students to use visual resources</p> <p>Be aware of a student's trouble spots</p> <p>Assist by helping students tap or modify by tapping fingers on table</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Select a drill sound warm-up leader.</p> <p>Use Unit Resources to make additional word practice</p>	<p>Special Needs/ELL</p> <p>Remind students to use visual resources</p> <p>Be aware of a student's trouble spots</p> <p>Assist by helping students tap or modify by tapping fingers on table</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Select a drill sound warm-up leader.</p> <p>Use Unit Resources to make additional word practice</p>

Grade 3 Foundations

		Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation	Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation
		Double-dose lesson during WIN period (if meets eligibility criteria)	Double-dose lesson during WIN period (if meets eligibility criteria)

Unit Title: Unit 9 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.2.1.** - Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* in a literary text to demonstrate understanding of key details in a text.
- **RL.IT.2.3.** - Describe how characters in a story respond to major events and challenges using key details within a text.
- **RL.TS.2.4.** - Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections..
- **RL.PP.2.5.** -Acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RL.MF. 2.6.** - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

NJSLS ELA Foundational Skills

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.A.** - Know spelling-sound correspondences for common vowel teams.
- **L.RF.2.3.B.** - Decode regularly spelled two-syllable words with long vowels
- **L.RF.2.3.C.** - Decode words with common prefixes and suffixes.
- **L.RF.2.3.D.** - Identify words with inconsistent but common spelling-sound correspondences
- **L.RF.2.3.E.** - Recognize and read grade-appropriate irregularly spelled words.
- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.2.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.2.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Speaking and Listening

- **SL.PE.2.1.** - Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A** - Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.b.** - Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.c.** - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2.** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **S.PI.2.4.** - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Grade 3 Foundations

- **SL.AS.2.6** - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

NJSLS ELA Language

- **L.WF.2.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.1.A**- Write legibly and with sufficient to support fluency composition.
- **L.WF.2.1.B**- Write the most common graphemes (letters or letter groups) for each phoneme.
- **L.WF.2.2**- Demonstrate command of the conventions of encoding and spelling
- **L.WF.2.2.A**- Regular, single-syllable words that include:
 - i. Position- based patterns (ch,-tch; k, -ck; -ge, -dge).
 - ii. Complex consonant blends (scr, str, squ).
 - iii. Less common vowel teams for long vowels (scr, str, squ).
 - iv. Vowel-r combinations (turn, star, third, four/for).
 - v. Contractions (we'll; i'm; they've; don't).
 - vi. Homophones (bear, bare; past, passed).
 - vii. Plurals and possessives (its, it's).
- **L.WF.2.2.B**- Regular two- and three- syllable words that:
 - i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete;robot;violet;understand).
 - ii. Are compounds comprising familiar parts (houseboat; yellowtail).
 - iii. Include the most common prefixes and derivational suffixes (un,re,en; -ful, -ment, -less).
- **L.WF.2.2.C**- Words with suffixes that require:
 - i. Consonant doubling (penning, slimmed).
 - ii. Dropping silent-e (smiled, paving).
- **L.WF.2.2.D**- Most often used words in English:
 - i. Irregular words (against, many, enough, does).
 - ii. Pattern-based words (which, kind, have).
- **L.WF.2.3**- Demonstrate command and use of conventions of writing including those listed under grade one foundational skills
- **L.WF.2.3.A**- With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary
- **L.WF.2.3.B**- Capitalize holidays, product names and geographic names
- **L.WF.2.3.C**- Supply adjectives in noun phrases to make them more precise or engaging
- **L.WF.2.3.D**- Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present and future tenses
- **L.WF.2.3.E**- Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list
- **L.WF.2.3.F**- Use an apostrophe to form contractions and frequently occurring possessives
- **L.WF.2.3.G**- With assistance, link sentences into a simple, cohesive paragraph with a main idea
- **L.KL.2.1**- Use knowledge of language and its conventions when writing, speaking, reading or listening
- **L.KL.2.1.A**- Use words and phrases acquired through conversations, reading and being read to, and responding to texts
- **L.KL.2.B**- Compare formal and informal uses of English
- **L.VL.2.2**- Determining 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
- **L.VL.2.2.A**- Use sentence level context as a clue to the meaning of a word or phrase
- **L.VL.2.2.B**- Determine the meaning of the new word when formed when a known prefix is added to a known word (e.g., happy/unhappy. tell/retell)
- **L.VL.2.2.C**- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
- **L.VL.2.2.D**- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark)
- **L.VL.2.2.E**- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
- **L.VI.2.3**- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Grade 3 Foundations

- **L.VI.2.3.A-** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- **L.VI.2.3.B-** Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- **L.VI.2.3.C-** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

Central Idea / Enduring Understanding:

Students will...

- Identify parts of words (syllables, basewords, and suffixes).
- Identify syllable types (closed, vowel-consonant-e, open, r-controlled).
- Read and spell words with long vowels in vowel-consonant-e and open syllables.
- Read and spell words with r-controlled vowels.
- Read and spell words with vowel teams.
- Read and spell words with unexpected vowel sounds.
- Read and spell words with suffixes.
- Read and spell phonetically regular one-, two-, and three- syllable words.
- Divide multisyllabic words.
- Produce complete sentences.
- Know some multiple-meaning words.
- Apply correct punctuation.
- Apply capitalization rules.
- Read controlled stories with fluency, expression, and understanding.
- Retell short narrative stories, recounting key ideas and details.
- Locate facts and details in narrative and informational writing.
- Describe how characters in a story respond to major events and challenges.
- Determine the central message of a story.

Essential/Guiding Question:

- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- Why do I have to pay attention to punctuation and capitalization when writing and reading?

Content:

Big Idea: Introduce the remaining r-controlled sound combinations, in isolation and when combined with other syllable types, spelling option procedures.

Learning Activity Overview:

1. **Dictation/Sounds:** Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
2. **Dictation/Words (Multisyllabic Words):** Students segment sounds and spell words dealing with one syllable at a time. This activity helps students develop independent spelling and reinforces their

Skills(Objectives):

- Sound of **er**, **ir**, and **ur**
- Spelling option procedure for /**er**/ sound
- Combining r-controlled syllables with **er**, **ir**, and **ur** with other syllable types
- Dictionary skills
- Trick Words: **picture**, **learn**, **earth**, **father**, **brother**, **mother**
- Sample Words: **burst**, **termite**, **dirty**

Grade 3 Foundations

understanding of word structure by marking up the word.

3. **Dictation Words (Spelling Option):** When teaching words with multiple spellings of the same sound, reinforce the spelling option procedure.
4. **Dictation Sentences:** Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance.
5. **Dictation/Trick Words:** Students practice the spelling of high-frequency words.
6. **Drill Sounds/Warm-Up:** Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words.
7. **Echo/Find Letters:** Students reinforce their skill of matching a letter to a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.
8. **Echo/Find Words (Multisyllabic Words):** Students learn to break words into syllables and spell one syllable at a time helping them with the task of spelling longer words.
9. **Echo/Find Words (Spelling Option):** Students learn to spell words with multiple spellings of the same sound.
10. **Make it Fun:** Designed to reinforce the unit concepts or review previously taught concepts with a game activity.
11. **Storytime:** Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.
12. **Trick Words:** Students learn non-phonetic words using gross motor memory.
13. **Word of the Day:** Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit.

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14. **Word Talk:** Designed to practice decoding and review past concepts and vocabulary. It helps to develop accuracy and automaticity of word reading.

Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook
- Student Composition Book
- Direct Observation of Daily Work:
 - o Letter-Keyword-Sounds
 - o Tapping
 - o Student Work on Dry Erase Board
 - o Student Work on Letter Board
 - o Student Work on Gel Board
 - o Marking
 - o Scooping
- Handwriting
- Dictation
- Letter Sound Correspondence
- Spelling
- Punctuation and Capitalization
- Questioning to Guide Student Learning and Mastery
- Student Collaboration
- Independent Application of Skills in Reading and Writing

Other Evidence:

- Assessment of Student Mastery
 - o Unit Tests
 - o Dictation (Day 5 Check-up)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1 Day 1 in Foundations

Drill Sounds/Warm-Up –

Arrange Standard Sound Cards on chart as displayed on page T287. Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T290

Teach Trick Words –

Complete following the Learning Activity procedures. (*picture, learn, earth*) T290

Introduce New Concepts –

- **Teach R-Controlled Sounds (er, ir, ur)**
Using Large Sound Cards, drill the sounds for **er**, **ir**, and **ur**. Make sure students understand that all three letter combinations have the same sound. Build several words to tap and read.
- **Teach Spelling /ər/**

Resources:

Week 1 Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - o used throughout lesson
- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook
- Large Sound Cards
- Standard Sound Cards
- Unit Word Resource List
- Letter Boards
- Magnetic Letter Tiles

Grade 3 Foundations

Say the /ər/ sound, students echo, then find the three tiles that represent the sound. Explain spelling option procedure to determine which tile to use. T291

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T291

Week 1 Day 2 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
292

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
R-Controlled Syllable
- **Make Words**
- **Student Notebook Entry** (*verb*) T292

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T293

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T293

Week 1 Day 3 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**

- Student Notebook

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Week 1 Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
o used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Week 1 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Suffix Frame
- Echo and/or Baby Echo

Grade 3 Foundations

<p>All vowels, new or challenging sounds, 4-5 other consonants.</p> <ul style="list-style-type: none"> • Trick Word Drill Introduced, but not mastered, Trick Words. • Suffixes 4-5 Suffixes T294 <p>Word of the Day – Complete following the Learning Activity procedures.</p> <ul style="list-style-type: none"> • Review Concepts R-Controlled Syllable • Make Words • Student Notebook Entry (<i>squirm</i>) T294 <p>Make It Fun –</p> <ul style="list-style-type: none"> • Spelling Vote Divide class in groups of 3. Each student gets either an er, ir, or ur tile. Give each group a set of cards, each student builds the word on the card using his/her tile in the blank spot. The group votes on which option is correct. The group repeats the process with the next word. T295 <p>Storytime –</p> <ul style="list-style-type: none"> • <u>The Red Planet</u> Students read scooped story silently, discuss title and make predictions. Teacher reads story, modeling phrasing and fluency. Stop at each paragraph to discuss story, vocabulary and events. Students visualize and practice reading fluently. T295 <p><u>Week 1 Day 4 in Foundations</u> Drill Sounds/Warm-Up – Complete the following Learning Activity procedures.</p> <ul style="list-style-type: none"> • Standard Sound Cards All vowels, new or challenging sounds, 4-5 other consonants. • Trick Word Drill Introduced, but not mastered, Trick Words. • R-Controlled Vowels and Vowel Teams Poster Introduced sounds T296 <p>Storytime –</p> <ul style="list-style-type: none"> • <u>The Red Planet</u> Ask students what they remember about the text. Read paragraph by paragraph, stopping to help students ‘make a movie’ in their heads. Draw simple sketches on chart paper, representing main events in the text. Use the pictures to retell the story. T296 <p>Trick Word Practice – Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick</p>	<p>o used throughout lesson</p> <ul style="list-style-type: none"> • Unit Word of the Day Cards • Unit Word Resource List • Large Writing Grid • Student Notebook <ul style="list-style-type: none"> • Letter Board • Magnetic Letter Tiles • Spelling Vote activity sheets (PLC) <ul style="list-style-type: none"> • Projected Phrased Story (PLC) • Student Copies of Phrased Story <p><u>Week 1 Day 4 in Foundations</u></p> <ul style="list-style-type: none"> • Standard Sound Cards • Trick Word Flashcards • R-Controlled Vowels Poster • Vowel Teams Poster • Echo and/or Baby Echo o used throughout lesson <ul style="list-style-type: none"> • Projected Phrased Story (PLC) • Student Copies of Phrased Story • Chart Paper <ul style="list-style-type: none"> • Trick Word Flashcards • Large Writing Grid • Gel Board with Magic Pen
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Grade 3 Foundations

words to Student Notebook. (*current trick word, 1-2 review trick words*) T297

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T297

Week 1 Day 5 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T298

Word Talk –

Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
- **Display Words**
Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words.
T298

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T299

Dictation (Day 5 Check-Up) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Review Words**
- **Current Words**
- **Trick Words**
- **Sentence** T299

Week 2 Day 1 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**

- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 1 Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
o used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Books

Week 2 Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame

Grade 3 Foundations

All vowels, new or challenging sounds, 4-5 other consonants.

- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T300

Storytime –

- **The Red Planet**
Have a student retell the story, using the illustrations on the chart paper, if needed. Ask comprehension questions that require students to read the text closely.
T300

Introduce New Concepts –

- **Combining ER, IR, and UR With Other Syllable Types**
Using the Syllable Frames, build words for students to read and identify syllable types, and mark. Explain when the sounds **er**, **ir**, and **ur** are used.
- **Spelling Multisyllabic Words With The /ər/ sound**
Dictate the word **termite**, have students echo and break it into syllables. Explain how to divide syllables with the /ər/ sound. Students try different options and decide on the letters. Build several words and repeat.
T301

Teach Trick Words –

Complete following the Learning Activity procedures. (*father, brother, mother*) T301

Week 2 Day 2 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds T302

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
R-Controlled Syllable
- **Make Words**
- **Student Notebook Entry** (*thirst(y)*) T302

Echo/Find Letters and Words –

- **Echo/Find Letters**

- Echo and/or Baby Echo
o used throughout lesson

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Chart Paper With Illustrations

- Syllable Frames
- Unit Word Resource List
- Letter Boards
- Magnetic Letter Tiles

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

Week 2 Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
o used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Standard Sound Cards

Grade 3 Foundations

Dictate a sound and hold up Echo, students repeat. Students point to the letter, saying the name.

- **Echo/Find Words**

Dictate words. Follow procedures for words with a suffix, multisyllabic words, and words with spelling options. T303

Storytime –

- **The Red Planet**

Students read the story silently, then work on fluent reading by reading it chorally, taking turns reading, or reading in pairs. T303

Week 2 Day 3 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T304

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T304

Make It Fun –

- **That's Nonsense!**
Student circles a nonsense word from list. Student builds and marks word while other students do the same on Letter Boards. Student then changes a letter to make it a different syllable type, and changes marking. T305

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T305

Week 2 Day 4 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.

- Unit Word Resource List
- Letter Boards
- Magnetic Letter Tiles
- Suffix Frames
- Syllable Frames

- Student Copies of Phrased Story

Week 2 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
o used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Letter Boards
- Magnetic Letter Tiles
- List of Pseudo-words (TE 239)
- Standard Sound Cards
- Unit Word Resource List

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Week 2 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards

Grade 3 Foundations

- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds T306

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
R-Controlled Syllable
- **Make Words**
- **Student Notebook Entry** (*return*) T306

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T307

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T307

Week 2 Day 5 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds T308

Word Talk –

Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
- **Display Words**
Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words.
T308

Unit 9

Unit Test

Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds, words, and

- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
o used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 2 Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
o used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Unit 9

- Composition Book
- Unit Test Tracker (PLC)

Grade 3 Foundations

sentences. Have students repeat and then write independently. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them.

- **Dictate Sounds**
Dictate sounds. Students repeat, then write the letter individually.
- **Dictate Words**
Dictate words. Students repeat, then write the word individually.
- **Dictate Trick Words**
Dictate words, Students repeat, then write the word individually.
- **Students Do The Following to Above Words**
Scoop and mark syllable types and vowel sounds.
Circle suffixes.

Dictate Sentences

Dictate words, Students repeat, then write the sentence individually.

Lastly, have students scoop sentences to phrase them. T309

If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill.

Track scores with the Unit Test Tracker (PLC).

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</p> <p>Students think of synonyms, antonyms, or multiple meanings for a word</p> <p>During dictation, dictate a challenge sentence</p> <p>During dictation, students rewrite sentence turning statements into questions or questions into statements</p>	<p>Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</p> <p>Students think of synonyms, antonyms, or multiple meanings for a word</p> <p>During dictation, dictate a challenge sentence</p> <p>During dictation, students rewrite sentence turning statements into questions or questions into statements</p>	<p>Remind students to use visual resources</p> <p>Be aware of a student's trouble spots</p> <p>Assist by helping students tap or modify by tapping fingers on table</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Select a drill sound warm-up leader.</p> <p>Use Unit Resources to make additional word practice</p> <p>Supplemental Lesson: Echo/Letter Formation & Sky</p>	<p>Remind students to use visual resources</p> <p>Be aware of a student's trouble spots</p> <p>Assist by helping students tap or modify by tapping fingers on table</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Select a drill sound warm-up leader.</p> <p>Use Unit Resources to make additional word practice</p> <p>Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation</p>

Grade 3 Foundations

		Write/Letter Formation	Double-dose lesson during WIN period (if meets eligibility criteria)
		Double-dose lesson during WIN period (if meets eligibility criteria)	

Unit Title: Unit 10 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.2.1.** - Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* in a literary text to demonstrate understanding of key details in a text.
- **RL.IT.2.3.** - Describe how characters in a story respond to major events and challenges using key details within a text.
- **RL.TS.2.4.** - Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections..
- **RL.PP.2.5.** -Acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RL.MF. 2.6.** - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

NJSLS ELA Foundational Skills

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.A.** - Know spelling-sound correspondences for common vowel teams.
- **L.RF.2.3.B-** Decode regularly spelled two-syllable words with long vowels
- **L.RF.2.3.C-** Decode words with common prefixes and suffixes.
- **L.RF.2.3.D-** Identify words with inconsistent but common spelling-sound correspondences
- **L.RF.2.3.E.** - Recognize and read grade-appropriate irregularly spelled words.
- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.2.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.2.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Speaking and Listening

- **SL.PE.2.1.** - Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A** - Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.b.** - Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.c.** - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2.** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **S.PI.2.4.** - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.AS.2.6** - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

NJSLS ELA Language

Grade 3 Foundations

- **L.WF.2.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.1.A**- Write legibly and with sufficient to support fluency composition.
- **L.WF.2.1.B**- Write the most common graphemes (letters or letter groups) for each phoneme.
- **L.WF.2.2**- Demonstrate command of the conventions of encoding and spelling
- **L.WF.2.2.A**- Regular, single-syllable words that include:
 - o i. Position- based patterns (ch,-tch; k, -ck; -ge, -dge).
 - o ii. Complex consonant blends (scr, str, squ).
 - o iii. Less common vowel teams for long vowels (scr, str, squ).
 - o iv. Vowel-r combinations (turn, star, third, four/for).
 - o v. Contractions (we'll; i'm; they've; don't).
 - o vi. Homophones (bear, bare; past, passed).
 - o vii. Plurals and possessives (its, it's).
- **L.WF.2.2.B**- Regular two- and three- syllable words that:
 - o i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete;robot;violet;understand).
 - o ii. Are compounds comprising familiar parts (houseboat; yellowtail).
 - o iii. Include the most common prefixes and derivational suffixes (un,re,en; -ful, -ment, -less).
- **L.WF.2.2.C**- Words with suffixes that require:
 - o i. Consonant doubling (penning, slimmed).
 - o ii. Dropping silent-e (smiled, paving).
- **L.WF.2.2.D**- Most often used words in English:
 - o i. Irregular words (against, many, enough, does).
 - o ii. Pattern-based words (which, kind, have).
- **L.WF.2.3**- Demonstrate command and use of conventions of writing including those listed under grade one foundational skills
- **L.WF.2.3.A**- With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary
- **L.WF.2.3.B**- Capitalize holidays, product names and geographic names
- **L.WF.2.3.C**- Supply adjectives in noun phrases to make them more precise or engaging
- **L.WF.2.3.D**- Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present and future tenses
- **L.WF.2.3.E**- Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list
- **L.WF.2.3.F**- Use an apostrophe to form contractions and frequently occurring possessives
- **L.WF.2.3.G**- With assistance, link sentences into a simple, cohesive paragraph with a main idea
- **L.KL.2.1**- Use knowledge of language and its conventions when writing, speaking, reading or listening
- **L.KL.2.1.A**- Use words and phrases acquired through conversations, reading and being read to, and responding to texts
- **L.KL.2.B**- Compare formal and informal uses of English
- **L.VL.2.2**- Determining 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
- **L.VL.2.2.A**- Use sentence level context as a clue to the meaning of a word or phrase
- **L.VL.2.2.B**- Determine the meaning of the new word when formed when a known prefix is added to a known word (e.g., happy/unhappy. tell/retell)
- **L.VL.2.2.C**- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
- **L.VL.2.2.D**- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark)
- **L.VL.2.2.E**- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
- **L.VI.2.3**- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.VI.2.3.A**- Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- **L.VI.2.3.B**- Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

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- **L.VI.2.3.C-** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

Central Idea / Enduring Understanding:

Students will...

- Identify parts of words (syllables, basewords, and suffixes).
- Identify syllable types (closed, vowel-consonant-e, open, r-controlled).
- Read and spell words with short vowels.
- Read and spell words with long vowels in vowel-consonant-e and open syllables.
- Read and spell words with r-controlled vowels.
- Read and spell words with vowel teams.
- Read and spell words with unexpected vowel sounds.
- Read and spell words with suffixes.
- Read and spell phonetically regular one-, two-, and three- syllable words.
- Divide multisyllabic words.
- Produce complete sentences.
- Know some multiple-meaning words.
- Apply dictionary skills.
- Spell words with options for the grapheme representation for sounds with the use of a spell checker or dictionary.
- Apply correct punctuation.
- Apply capitalization rules.
- Read controlled stories with fluency, expression, and understanding.
- Retell short narrative stories, recounting key ideas and details.
- Determine the central message of a story.

Essential/Guiding Question:

- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- Why do I have to pay attention to punctuation and capitalization when writing and reading?

Content:

Big Idea: Introduce the double vowel syllable, spelling options, homophones.

Learning Activity Overview:

1. **Dictation/Sounds:** Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
2. **Dictation/Words (Single Syllable Words):** Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
3. **Dictation/Words (Multisyllabic Words):** Students segment sounds and spell words dealing with one

Skills(Objectives):

- Double vowel syllable type
- Sounds of **ai** and **ay**
- Use of spelling option procedure for /ā/ sound
- Combining all types of syllables
- Homophones
- Trick Words: **great, country, away, America, school, thought**
- Sample Words: **paint, display**

Grade 3 Foundations

syllable at a time. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.

4. **Dictation Words (Spelling Option):** When teaching words with multiple spellings of the same sound, reinforce the spelling option procedure.
5. **Dictation Sentences:** Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance.
6. **Dictation/Trick Words:** Students practice the spelling of high-frequency words.
7. **Drill Sounds/Warm-Up:** Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words.
8. **Echo/Find Letters:** Students reinforce their skill of matching a letter to a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.
9. **Echo/Find Words (Single Syllable Words):** Students segment sounds and identify the letter(s) that go with each segmented sound. Segmenting is done with finger tapping.
10. **Echo/Find Words (Multisyllabic Words):** Students learn to break words into syllables and spell one syllable at a time helping them with the task of spelling longer words.
11. **Echo/Find Words (Spelling Option):** Students learn to spell words with multiple spellings of the same sound.
12. **Make it Fun:** Designed to reinforce the unit concepts or review previously taught concepts with a game activity.
13. **Storytime:** Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.

Grade 3 Foundations

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|---|--|
| <p>14. Trick Words: Students learn non-phonetic words using gross motor memory.</p> <p>15. Word of the Day: Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit.</p> <p>16. Word Talk: Designed to practice decoding and review past concepts and vocabulary. It helps to develop accuracy and automaticity of word reading.</p> | |
|---|--|

Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook
- Student Composition Book
- Direct Observation of Daily Work:
 - o Letter-Keyword-Sounds
 - o Tapping
 - o Student Work on Dry Erase Board
 - o Student Work on Letter Board
 - o Student Work on Gel Board
 - o Marking
 - o Scooping
- Handwriting
- Dictation
- Letter Sound Correspondence
- Spelling
- Punctuation and Capitalization
- Questioning to Guide Student Learning and Mastery
- Student Collaboration
- Independent Application of Skills in Reading and Writing

Other Evidence:

- Assessment of Student Mastery
 - o Unit Tests
 - o Dictation (Day 5 Check-up)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1 Day 1 in Foundations

Drill Sounds/Warm-Up –

Arrange Standard Sound Cards on chart as displayed on page T315. Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T318

Introduce New Concepts –

- **Review Sounds (ai, ay)**
Review the **ai** and **ay** sounds in order to use them for both reading and spelling.
- **Teach Double Vowel Syllable Type**

Resources:

Week 1 Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Unit Word Resource List
- Vowel Teams Poster

Grade 3 Foundations

Discuss how to divide syllables in words with Double Vowel Syllables.

- **Teach Marking Of Double Vowel Syllable**
Demonstrate how to mark a Double Vowel Syllable.
Complete Student Notebook entry.
T318-319

Teach Trick Words –

Complete following the Learning Activity procedures. (*great, country, away*) T319

Storytime –

- **Cursive Letters**
Students read scooped story silently, discuss title and make predictions. Teacher reads story, modeling phrasing and fluency. Stop at each paragraph to discuss story, vocabulary and events. Students visualize and practice reading fluently. T319

Week 1 Day 2 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
T320

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Double Vowel Syllable, **ai** sound
- **Make Words**
- **Student Notebook Entry** (*drain*) T320

Introduce New Concepts –

- **Teach Spelling**
- **Teach Echo/Find Letters and Words**
Dictate sounds **ai** and **ay**, students locate tiles. Dictate **ai** and **ay** words, students tap, spell, and build. Repeat with words with suffixes.
- **Teach Echo/Find Words**
Discuss when **ay** is used for the /ā/ sound. Using Standard Sound Cards, build words with blank cards representing the vowel team. Build several words for practice. T321

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story

Week 1 Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Trick Word Flashcards
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Standard Sound Cards
- Letter Board
- Magnetic Letter Tiles
- Unit Word Resource List

Grade 3 Foundations

Week 1 Day 3 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds T322

Introduce New Concepts –

- **Teach Homophones**
Build the words **main** and **mane**, explain that the words are homophones. Teach that they are spelling options, and a dictionary may be consulted to determine the correct usage of each word. Dictate and discuss other homophones. Complete Student Notebook entry. T322

Make It Fun –

- **Sentence Challenge**
Divide students into pairs. Write the homophone list on the board. Students form sentences, using both words in the pair, using a dictionary, if needed. Groups share their sentences. T323

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T323

Week 1 Day 4 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T324

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Double Vowel Syllable, **ay** sound
- **Make Words**

Week 1 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Unit Word Resource List
- Dictionary
- Student Notebook

- Dry Erase Writing Tablets
- Homophone Word List (T323)
- Dictionary

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Week 1 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

Grade 3 Foundations

- **Student Notebook Entry** (sway) T324

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T325

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T325

Week 1 Day 5 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds T326

Word Talk –

Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
- **Display Words**
Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T326

Storytime –

- **Cursive Letters**
Ask students what they remember about the text. Read paragraph by paragraph, stopping to help students 'make a movie' in their heads. Draw simple sketches on chart paper, representing main events in the text. Use the pictures to retell the story. T326

Dictation (Day 5 Check-Up) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Review Words**
- **Current Words**
- **Trick Words**
- **Sentence** T327

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 1 Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
o used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Chart Paper

- Sentence Frames
- Unit Resource Lists
- Composition Books

Grade 3 Foundations

Week 2 Day 1 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T328

Storytime –

- **Cursive Letters**
Have a student retell the story, using the illustrations on the chart paper, if needed. Ask comprehension questions that require students to read the text closely.
T328

Teach Trick Words –

Complete following the Learning Activity procedures. (*America, school, thought*) T329

Introduce New Concepts –

- **Combining Double Vowel Syllables With Other Syllable Types**
Using the Syllable Frames, build words for students to read and identify syllable types, and mark. Explain where the syllables are divided.
- **Spelling Multisyllabic Words With Spelling Options**
Dictate the word **complain**, have students echo and break it into syllables. Explain how to divide syllables with the /ā/ sound. Students try different options and consult a dictionary if needed. Build several words and repeat. T329

Week 2 Day 2 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T330

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**

Week 2 Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - o used throughout lesson

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Chart Paper With Illustrations

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Syllable Frames
- Unit Word Resource List
- Letter Boards
- Magnetic Letter Tiles

Week 2 Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List

Grade 3 Foundations

Double Vowel Syllable, **ai** sound

- **Make Words**
- **Student Notebook Entry** (*complain*) T330

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T331

Echo/Find Letters and Words –

- **Echo/Find Letters**
Dictate a sound and hold up Echo, students repeat. Students point to the letter, saying the name.
- **Echo/Find Words**
Dictate words. Follow procedures for words with a suffix, multisyllabic words, and words with spelling options.

Week 2 Day 3 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds T332

Make It Fun –

- **Syllable Hunt**
Write a variety of words with different syllable types on the board. Students come to the board and hunt for a word with a specific syllable type, then marks it. Repeat with other students. T332

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- Unit Sounds
- Unit Words
- Trick Words
- Sentence T333

Storytime –

- **Cursive Letters**
Students read the story silently, then work on fluent reading by reading it chorally, taking turns reading, or reading in pairs. T333

- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Standard Sound Cards
- Unit Word Resource List
- Letter Boards
- Magnetic Letter Tiles
- Suffix Frames
- Syllable Frames

Week 2 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word Resource List

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

- Student Copies of Phrased Story

Grade 3 Foundations

Week 2 Day 4 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T334

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Double Vowel Syllable, **ay** sound
- **Make Words**
- **Student Notebook Entry** (*delay*) T334

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T335

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T335

Week 2 Day 5 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
- **Suffixes**
4-5 Suffixes T336

Word Talk –

Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
- **Display Words**
Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words.
T336

Week 2 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 2 Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Suffix Frame
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Grade 3 Foundations

<p>Unit 10 Unit Test</p> <p>Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds, words, and sentences. Have students repeat and then write independently. Students <u>can</u> use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them.</p> <ul style="list-style-type: none">● Dictate Sounds Dictate sounds. Students repeat, then write the letter individually.● Dictate Words Dictate words. Students repeat, then write the word individually.● Dictate Trick Words Dictate words, Students repeat, then write the word individually. <p>Students Do The Following to Above Words</p> <p>Scoop and mark syllable types and vowel sounds. Circle suffixes.</p> <p>Dictate Sentences</p> <p>Dictate words, Students repeat, then write the sentence individually. Lastly, have students scoop sentences to phrase them. T337</p> <p>If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>	<p>Unit 10</p> <ul style="list-style-type: none">● Composition Book● Unit Test Tracker (PLC)		
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
<p>High-Achieving Students</p> <p>Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</p> <p>Students think of synonyms, antonyms, or multiple meanings for a word</p> <p>During dictation, dictate a challenge sentence</p> <p>During dictation, students rewrite sentence turning statements into questions or questions into statements</p>	<p>On Grade Level Students</p> <p>Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</p> <p>Students think of synonyms, antonyms, or multiple meanings for a word</p> <p>During dictation, dictate a challenge sentence</p> <p>During dictation, students rewrite sentence turning statements into questions or questions into statements</p>	<p>Struggling Students</p> <p>Remind students to use visual resources</p> <p>Be aware of a student's trouble spots</p> <p>Assist by helping students tap or modify by tapping fingers on table</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Select a drill sound warm-up leader.</p> <p>Use Unit Resources to make additional word practice</p>	<p>Special Needs/ELL</p> <p>Remind students to use visual resources</p> <p>Be aware of a student's trouble spots</p> <p>Assist by helping students tap or modify by tapping fingers on table</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Select a drill sound warm-up leader.</p> <p>Use Unit Resources to make additional word practice</p>

Grade 3 Foundations

		Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation	Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation
		Double-dose lesson during WIN period (if meets eligibility criteria)	Double-dose lesson during WIN period (if meets eligibility criteria)

Unit Title: Unit 11 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.2.1.** - Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* in a literary text to demonstrate understanding of key details in a text.
- **RL.IT.2.3.** - Describe how characters in a story respond to major events and challenges using key details within a text.
- **RL.TS.2.4.** - Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections..
- **RL.PP.2.5.** -Acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RL.MF. 2.6.** - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

NJSLS ELA Foundational Skills

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.A.** - Know spelling-sound correspondences for common vowel teams.
- **L.RF.2.3.B.** - Decode regularly spelled two-syllable words with long vowels
- **L.RF.2.3.C.** - Decode words with common prefixes and suffixes.
- **L.RF.2.3.D.** - Identify words with inconsistent but common spelling-sound correspondences
- **L.RF.2.3.E.** - Recognize and read grade-appropriate irregularly spelled words.
- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.2.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.2.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Speaking and Listening

- **SL.PE.2.1.** - Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A** - Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.b.** - Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.c.** - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2.** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **S.PI.2.4.** - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

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- **SL.AS.2.6** - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

NJSLS ELA Language

- **L.WF.2.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.1.A**- Write legibly and with sufficient to support fluency composition.
- **L.WF.2.1.B**- Write the most common graphemes (letters or letter groups) for each phoneme.
- **L.WF.2.2**- Demonstrate command of the conventions of encoding and spelling
- **L.WF.2.2.A**- Regular, single-syllable words that include:
 - i. Position- based patterns (ch,-tch; k, -ck; -ge, -dge).
 - ii. Complex consonant blends (scr, str, squ).
 - iii. Less common vowel teams for long vowels (scr, str, squ).
 - iv. Vowel-r combinations (turn, star, third, four/for).
 - v. Contractions (we'll; i'm; they've; don't).
 - vi. Homophones (bear, bare; past, passed).
 - vii. Plurals and possessives (its, it's).
- **L.WF.2.2.B**- Regular two- and three- syllable words that:
 - i. Combine closed, open, vowel team, vowel -r and CVC syllables (compete;robot;violet;understand).
 - ii. Are compounds comprising familiar parts (houseboat; yellowtail).
 - iii. Include the most common prefixes and derivational suffixes (un,re,en; -ful, -ment, -less).
- **L.WF.2.2.C**- Words with suffixes that require:
 - i. Consonant doubling (penning, slimmed).
 - ii. Dropping silent-e (smiled, paving).
- **L.WF.2.2.D**- Most often used words in English:
 - i. Irregular words (against, many, enough, does).
 - ii. Pattern-based words (which, kind, have).
- **L.WF.2.3**- Demonstrate command and use of conventions of writing including those listed under grade one foundational skills
- **L.WF.2.3.A**- With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary
- **L.WF.2.3.B**- Capitalize holidays, product names and geographic names
- **L.WF.2.3.C**- Supply adjectives in noun phrases to make them more precise or engaging
- **L.WF.2.3.D**- Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present and future tenses
- **L.WF.2.3.E**- Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list
- **L.WF.2.3.F**- Use an apostrophe to form contractions and frequently occurring possessives
- **L.WF.2.3.G**- With assistance, link sentences into a simple, cohesive paragraph with a main idea
- **L.KL.2.1**- Use knowledge of language and its conventions when writing, speaking, reading or listening
- **L.KL.2.1.A**- Use words and phrases acquired through conversations, reading and being read to, and responding to texts
- **L.KL.2.B**- Compare formal and informal uses of English
- **L.VL.2.2**- Determining 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
- **L.VL.2.2.A**- Use sentence level context as a clue to the meaning of a word or phrase
- **L.VL.2.2.B**- Determine the meaning of the new word when formed when a known prefix is added to a known word (e.g., happy/unhappy. tell/retell)
- **L.VL.2.2.C**- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
- **L.VL.2.2.D**- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark)
- **L.VL.2.2.E**- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
- **L.VI.2.3**- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Grade 3 Foundations

- **L.VI.2.3.A-** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- **L.VI.2.3.B-** Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- **L.VI.2.3.C-** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

Central Idea / Enduring Understanding:

Students will...

- Identify parts of words (syllables, basewords, and suffixes).
- Identify syllable types (closed, vowel-consonant-e, open, r-controlled).
- Read and spell words with long vowels in vowel-consonant-e and open syllables.
- Read and spell words with r-controlled vowels.
- Read and spell words with vowel teams.
- Read and spell words with unexpected vowel sounds.
- Read and spell words with suffixes.
- Read and spell phonetically regular one-, two-, and three- syllable words.
- Divide multisyllabic words.
- Produce complete sentences.
- Know some multiple-meaning words.
- Apply dictionary skills.
- Spell words with options for the grapheme representation for sounds with the use of a spell checker or dictionary.
- Apply correct punctuation.
- Apply capitalization rules.
- Read controlled stories with fluency, expression, and understanding.
- Retell short narrative stories, recounting key ideas and details.
- Use sentence level context as a clue to the meaning of a word or phrase.
- Use knowledge of the meaning of individual words to predict the meaning of a compound word.
- Describe how characters in a story respond to major events and challenges.
- Determine the central message of a story.
- Identify the main topic/purpose of an informational text as well as the focus of specific paragraphs.

Essential/Guiding Question:

- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- Why do I have to pay attention to punctuation and capitalization when writing and reading?

Content:

Big Idea: Focus on vowel teams **ee**, **ea**, and **ey**, and how to use the spelling option procedure.

Learning Activity Overview:

1. **Dictation/Sounds:** Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle

Skills(Objectives):

- Sounds of **ee**, **ea**, and **ey**
- Use of spelling option procedure for /ē/ sound
- Trick Words: **whose**, **won**, **son**, **breakfast**, **head**, **ready**
- Sample Words: **cheap**, **keep**, **chimney**

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and helps students solidify both sound-symbol correspondence and letter formation.

2. **Dictation/Words (Single Syllable Words):** Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
3. **Dictation/Words (Multisyllabic Words):** Students segment sounds and spell words dealing with one syllable at a time. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
4. **Dictation Words (Spelling Option):** When teaching words with multiple spellings of the same sound, reinforce the spelling option procedure.
5. **Dictation Sentences:** Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance.
6. **Dictation/Trick Words:** Students practice the spelling of high-frequency words.
7. **Drill Sounds/Warm-Up:** Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words.
8. **Echo/Find Letters:** Students reinforce their skill of matching a letter to a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.
9. **Echo/Find Words (Spelling Option):** Students learn to spell words with multiple spellings of the same sound.
10. **Make it Fun:** Designed to reinforce the unit concepts or review previously taught concepts with a game activity.
11. **Storytime:** Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.

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- | | |
|---|--|
| <p>12. Trick Words: Students learn non-phonetic words using gross motor memory.</p> <p>13. Word of the Day: Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit.</p> <p>14. Word Talk: Designed to practice decoding and review past concepts and vocabulary. It helps to develop accuracy and automaticity of word reading.</p> | |
|---|--|

Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook
- Student Composition Book
- Direct Observation of Daily Work:
 - o Letter-Keyword-Sounds
 - o Tapping
 - o Student Work on Dry Erase Board
 - o Student Work on Letter Board
 - o Student Work on Gel Board
 - o Marking
 - o Scooping
- Handwriting
- Dictation
- Letter Sound Correspondence
- Spelling
- Punctuation and Capitalization
- Questioning to Guide Student Learning and Mastery
- Student Collaboration
- Independent Application of Skills in Reading and Writing

Other Evidence:

- Assessment of Student Mastery
 - o Unit Tests
 - o Dictation (Day 5 Check-up)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1 Day 1 in Foundations

Drill Sounds/Warm-Up –

Arrange Standard Sound Cards on chart as displayed on page T343. Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Suffixes**
4-5 Suffixes T346

Introduce New Concepts –

- **Review Sounds (ee, ea, ey)**
Review the **ee**, **ea**, and **ey**; explain that they all have the /ē/ sound, and that syllables with these letters will be double vowel syllables. Use Standard Sound Cards to build several words to practice. Complete Student Notebook entry. T346

Resources:

Week 1 Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - o used throughout lesson
- Standard Sound Cards
- Unit Word Resource List
- Vowel Teams Poster
- Student Notebook

Grade 3 Foundations

Storytime –

- **Winter Daydream**

Students read scooped story silently, discuss title and make predictions. Teacher reads story, modeling phrasing and fluency. Stop at each paragraph to discuss story, vocabulary and events. Refer to the wording of text to explain vocabulary. T347

Teach Trick Words –

Complete following the Learning Activity procedures. (*whose, won, son*) T347

Week 1 Day 2 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T348

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Double Vowel Syllable, **ea** sound
- **Make Words**
- **Student Notebook Entry** (*heal*) T348

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T349

Introduce New Concepts –

- **Teach Echo/Find Letters**
Dictate sounds /ē/, students echo, display Standard Sound Cards for the 6 possible spelling of the sound, students do the same with Magnetic Letter Tiles.
- **Teach Spelling (ē)**
Dictate **feed**, students tap, spell, and build, using a dictionary to determine the correct spelling option. T349

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

Week 1 Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Standard Sound Cards
- Letter Board
- Magnetic Letter Tiles
- Dictionary
- Unit Word Resource List

Grade 3 Foundations

Week 1 Day 3 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds T350

Introduce New Concepts –

- **Reteach Homophones**
Dictate the word **week**, students echo and tap. Build **week**, **weke**, and **weak**, say that 2 spellings are correct, and discuss homophones. Students look up the words in a dictionary to determine the correct usage of each word. Dictate and discuss other homophones. Complete Student Notebook entry. T350

Storytime –

- **Winter Daydream –**
Ask students what they remember about the text. Read paragraph by paragraph, stopping to help students 'make a movie' in their heads. Draw simple sketches on chart paper, representing main events in the text. Use the pictures to retell the story. T351

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T351

Week 1 Day 4 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T352

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Double Vowel Syllable, **ee** sound

Week 1 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Unit Word Resource List
- Dictionary
- Student Notebook

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Chart Paper

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Week 1 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid

Grade 3 Foundations

- **Make Words**
- **Student Notebook Entry** (*speech*) T352

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T353

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T353

Week 1 Day 5 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds T354

Word Talk –

Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
- **Display Words**
Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words.
T354

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T355

Dictation (Day 5 Check-Up) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Review Words**
- **Current Words**
- **Trick Words**
- **Sentence** T355

- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 1 Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Books

Grade 3 Foundations

Week 2 Day 1 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T356

Introduce New Concepts –

- **Teach Multisyllabic Reading and Spelling**
Explain that 'D' Syllables can be combined with other syllable types to make longer words. Use Standard Sound Cards to build **chimney** on Syllable Frames, students read it. Discuss the different ways to spell /ē/, and have students consult a dictionary for the correct spelling option. Repeat with several words to practice. Complete Student Notebook entry. T356-357

Storytime –

- **Winter Daydream**
Have a student retell the story, using the illustrations on the chart paper, if needed. Ask comprehension questions that require students to read the text closely, ask students where, in the text, they found the answer. Find and list 10 words with the /ē/ sound, put in alphabetical order, and mark. T357

Teach Trick Words –

Complete following the Learning Activity procedures. (*breakfast, head, ready*) T357

Week 2 Day 2 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T358

Introduce New Concepts –

- **Syllable Review**
Thoroughly review all introduced syllable types. Build several real and nonsense words, students mark, and discuss the syllable type and vowel sound. T358

Week 2 Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frames
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Unit Word Resource List
- Vowel Teams Poster
- Dictionary
- Student Notebook

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Chart Paper With Illustrations

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

Week 2 Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Unit Word Resource List

Grade 3 Foundations

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Double Vowel Syllable, **ey** sound
- **Make Words**
- **Student Notebook Entry** (*valley*) T358

Trick Word Practice –

Complete following the Learning Activity procedures. (*current trick word, 1-2 review trick words*) T359

Storytime –

- **Winter Daydream**
Students read the story silently, then work on fluent reading by reading it chorally, taking turns reading, or reading in pairs. T359

Week 2 Day 3 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds T360

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Double Vowel Syllable, **ee** sound
- **Make Words**
- **Student Notebook Entry** (*greed(y)*) T360

Make It Fun –

- **Hangman**
Write a list of words on the board. Choose a word and build it with blank Standard Sound Cards and Suffix Frames, if needed, scoop and mark the syllable(s). Students take turns guessing the letters in the word. Repeat. T361

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T361

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Student Copies of Phrased Story

Week 2 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Standard Sound Cards
- Suffix Frames
- Word List (T361)
- Hangman Activity Sheet (PLC)

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Grade 3 Foundations

Week 2 Day 4 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T362

Word Talk –

Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
- **Display Words**
Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words.
T362

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T363

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T363

Week 2 Day 5 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds T364

Word Talk –

Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
- **Display Words**

Week 2 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 2 Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Grade 3 Foundations

Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words.
T364

Unit 11

Unit Test

Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds, words, and sentences. Have students repeat and then write independently. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them.

- **Dictate Sounds**

Dictate sounds. Students repeat, then write the letter individually.

- **Dictate Words**

Dictate words. Students repeat, then write the word individually.

- **Dictate Trick Words**

Dictate words, Students repeat, then write the word individually.

Students Do The Following to Above Words

Scoop and mark syllable types and vowel sounds.
Circle suffixes.

Dictate Sentences

Dictate words, Students repeat, then write the sentence individually.

Lastly, have students scoop sentences to phrase them. T365

If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill.

Track scores with the Unit Test Tracker (PLC).

Unit 11

- Composition Book
- Unit Test Tracker (PLC)

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)	Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)	Remind students to use visual resources	Remind students to use visual resources
Students think of synonyms, antonyms, or multiple meanings for a word	Students think of synonyms, antonyms, or multiple meanings for a word	Be aware of a student's trouble spots	Be aware of a student's trouble spots
During dictation, dictate a challenge sentence	During dictation, dictate a challenge sentence	Assist by helping students tap or modify by tapping fingers on table	Assist by helping students tap or modify by tapping fingers on table
During dictation, students rewrite sentence turning statements into questions or questions into statements	During dictation, students rewrite sentence turning statements into questions	During dictation, check that students have recalled the word/sentence correctly	During dictation, check that students have recalled the word/sentence correctly

Grade 3 Foundations

	or questions into statements	<p>Select a drill sound warm-up leader.</p> <p>Use Unit Resources to make additional word practice</p> <p>Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation</p> <p>Double-dose lesson during WIN period (if meets eligibility criteria)</p>	<p>Select a drill sound warm-up leader.</p> <p>Use Unit Resources to make additional word practice</p> <p>Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation</p> <p>Double-dose lesson during WIN period (if meets eligibility criteria)</p>
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Unit Title: Unit 12 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.2.1.** - Ask and answer such questions as *who, what, where, when, why, and how* in a literary text to demonstrate understanding of key details in a text.
- **RL.IT.2.3.** - Describe how characters in a story respond to major events and challenges using key details within a text.
- **RL.TS.2.4.** - Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections..
- **RL.PP.2.5.** -Acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RL.MF. 2.6.** - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

NJSLS ELA Foundational Skills

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.A.** - Know spelling-sound correspondences for common vowel teams.
- **L.RF.2.3.B.** - Decode regularly spelled two-syllable words with long vowels
- **L.RF.2.3.C.** - Decode words with common prefixes and suffixes.
- **L.RF.2.3.D.** - Identify words with inconsistent but common spelling-sound correspondences
- **L.RF.2.3.E.** - Recognize and read grade-appropriate irregularly spelled words.
- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.2.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.2.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Speaking and Listening

- **SL.PE.2.1.** - Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A** - Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.b.** - Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.c.** - Ask for clarification and further explanation as needed about the topics and texts under discussion.

Grade 3 Foundations

- **SL.II.2.2.** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **S.PI.2.4.** - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.AS.2.6** - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

NJSLS ELA Language

- **L.WF.2.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.1.A-** Write legibly and with sufficient to support fluency composition.
- **L.WF.2.1.B-** Write the most common graphemes (letters or letter groups) for each phoneme.
- **L.WF.2.2-** Demonstrate command of the conventions of encoding and spelling
- **L.WF.2.2.A-** Regular, single-syllable words that include:
 - o i. Position- based patterns (ch,-tch; k, -ck; -ge, -dge).
 - o ii. Complex consonant blends (scr, str, squ).
 - o iii. Less common vowel teams for long vowels (scr, str, squ).
 - o iv. Vowel-r combinations (turn, star, third, four/for).
 - o v. Contractions (we'll; i'm; they've; don't).
 - o vi. Homophones (bear, bare; past, passed).
 - o vii. Plurals and possessives (its, it's).
- **L.WF.2.2.B-** Regular two- and three- syllable words that:
 - o i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete;robot;violet;understand).
 - o ii. Are compounds comprising familiar parts (houseboat; yellowtail).
 - o iii. Include the most common prefixes and derivational suffixes (un,re,en; -ful, -ment, -less).
- **L.WF.2.2.C-** Words with suffixes that require:
 - o i. Consonant doubling (penning, slimmed).
 - o ii. Dropping silent-e (smiled, paving).
- **L.WF.2.2.D-** Most often used words in English:
 - o i. Irregular words (against, many, enough, does).
 - o ii. Pattern-based words (which, kind, have).
- **L.WF.2.3-** Demonstrate command and use of conventions of writing including those listed under grade one foundational skills
- **L.WF.2.3.A-** With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary
- **L.WF.2.3.B-** Capitalize holidays, product names and geographic names
- **L.WF.2.3.C-** Supply adjectives in noun phrases to make them more precise or engaging
- **L.WF.2.3.D-** Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present and future tenses
- **L.WF.2.3.E-** Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list
- **L.WF.2.3.F-** Use an apostrophe to form contractions and frequently occurring possessives
- **L.WF.2.3.G-** With assistance, link sentences into a simple, cohesive paragraph with a main idea
- **L.KL.2.1-** Use knowledge of language and its conventions when writing, speaking, reading or listening
- **L.KL.2.1.A-** Use words and phrases acquired through conversations, reading and being read to, and responding to texts
- **L.KL.2.B-** Compare formal and informal uses of English
- **L.VL.2.2-** Determining 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
- **L.VL.2.2.A-** Use sentence level context as a clue to the meaning of a word or phrase
- **L.VL.2.2.B-** Determine the meaning of the new word when formed when a known prefix is added to a known word (e.g., happy/unhappy. tell/retell)

Grade 3 Foundations

- **L.VL.2.2.C-** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
- **L.VL.2.2.D-** Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark)
- **L.VL.2.2.E-** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
- **L.VI.2.3-** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.VI.2.3.A-** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- **L.VI.2.3.B-** Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- **L.VI.2.3.C-** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

Central Idea / Enduring Understanding:

Students will...

- Identify parts of words (syllables, basewords, and suffixes).
- Identify syllable types (closed, vowel-consonant-e, open, r-controlled).
- Read and spell words with long vowels in vowel-consonant-e and open syllables.
- Read and spell words with r-controlled vowels.
- Read and spell words with vowel teams.
- Read and spell words with unexpected vowel sounds.
- Read and spell words with suffixes.
- Read and spell phonetically regular one-, two-, and three- syllable words.
- Divide multisyllabic words.
- Know some multiple-meaning words.
- Spell words with options for the grapheme representation for sounds with the use of a spell checker or dictionary.
- Apply correct punctuation.
- Apply capitalization rules.
- Read controlled stories with fluency, expression, and understanding.
- Retell short narrative stories, recounting key ideas and details.
- Locate facts and details in narrative and informational writing.
- Use sentence level context as a clue to the meaning of a word or phrase.
- Use knowledge of the meaning of individual words to predict the meaning of a compound word.
- Describe how characters in a story respond to major events and challenges.
- Determine the central message of a story.
- Use words and phrases acquired through conversations, reading, and being read to and responding to texts including using adjectives and adverbs to describe.

Essential/Guiding Question:

- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- Why do I have to pay attention to punctuation and capitalization when writing and reading?

Grade 3 Foundations

Content:

Big Idea: Focus on two more vowel teams, **oi** and **oy**.

Learning Activity Overview:

1. **Dictation/Sounds:** Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
2. **Dictation/Words (Multisyllabic Words):** Students segment sounds and spell words dealing with one syllable at a time. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
3. **Dictation Words (Spelling Option):** When teaching words with multiple spellings of the same sound, reinforce the spelling option procedure.
4. **Dictation Sentences:** Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance.
5. **Dictation/Trick Words:** Students practice the spelling of high-frequency words.
6. **Drill Sounds/Warm-Up:** Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words.
7. **Echo/Find Letters:** Students reinforce their skill of matching a letter to a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.
8. **Echo/Find Words (Single Syllable Words):** Students segment sounds and identify the letter(s) that go with each segmented sound. Segmenting is done with finger tapping.
9. **Echo/Find Words (Multisyllabic Words):** Students learn to break words into syllables and spell one syllable at a time helping them with the task of spelling longer words.
10. **Make it Fun:** Designed to reinforce the unit concepts or review previously taught concepts with a game activity.

Skills(Objectives):

- Sounds of **oi** and **oy**
- Spelling generalizations of /oi/ sound
- Trick Words: **favorite, early, ocean**
- Sample Words: **moist, toys, paperboy**

Grade 3 Foundations

11. **Storytime:** Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.
12. **Trick Words:** Students learn non-phonetic words using gross motor memory.
13. **Word of the Day:** Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit.
14. **Word Talk:** Designed to practice decoding and review past concepts and vocabulary. It helps to develop accuracy and automaticity of word reading.

Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook
- Student Composition Book
- Direct Observation of Daily Work:
 - o Letter-Keyword-Sounds
 - o Tapping
 - o Student Work on Dry Erase Board
 - o Student Work on Letter Board
 - o Student Work on Gel Board
 - o Marking
 - o Scooping
- Handwriting
- Dictation
- Letter Sound Correspondence
- Spelling
- Punctuation and Capitalization
- Questioning to Guide Student Learning and Mastery
- Student Collaboration
- Independent Application of Skills in Reading and Writing

Other Evidence:

- Assessment of Student Mastery
 - o Unit Tests
 - o Dictation (Day 5 Check-up)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1 Day 1 in Foundations

Drill Sounds/Warm-Up –

Arrange Standard Sound Cards on chart as displayed on page T371. Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds

Suffixes

Resources:

Week 1 Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - o used throughout lesson

Grade 3 Foundations

<p style="text-align: center;">4-5 Suffixes T374</p> <p>Introduce New Concepts –</p> <ul style="list-style-type: none"> ● Introduce Sounds (oi, oy) Introduce the oi and oy Large Sound Cards as new vowel combinations, which will be used in double vowel syllables. Build several words, tap, read, and mark. T374 <p>Teach Trick Words – Complete following the Learning Activity procedures. (<i>favorite, early, ocean</i>) T375</p> <p>Storytime –</p> <ul style="list-style-type: none"> ● <u>Surprise!</u> Students read scooped story silently, discuss title and make predictions. Teacher reads story, modeling phrasing and fluency. Stop at each paragraph to discuss story, vocabulary and events. Refer to the wording of text to explain vocabulary. Students mark closed syllable exceptions, and list words from the story with a 'D' Syllable. T375 <p><u>Week 1 Day 2 in Foundations</u></p> <p>Drill Sounds/Warm-Up – Complete the following Learning Activity procedures.</p> <ul style="list-style-type: none"> ● Large Sound Cards New or challenging sounds. ● Standard Sound Cards All vowels, new or challenging sounds, 4-5 other consonants. ● R-Controlled Vowels and Vowel Teams Poster Introduced sounds ● Suffixes 4-5 Suffixes T376 <p>Storytime –</p> <ul style="list-style-type: none"> ● <u>Surprise!</u> Ask comprehension questions that require students to read the text closely, ask students where, in the text, they found the answer. T376 <p>Trick Word Practice – Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (<i>current trick word, 1-2 review trick words</i>) T377</p> <p>Introduce New Concepts –</p> <ul style="list-style-type: none"> ● Teach Echo/Find Letters Dictate the oi and oy sounds. Explain that there is no spelling option for words with these sounds. ● Teach Echo/Find Words 	<ul style="list-style-type: none"> ● Standard Sound Cards ● Unit Word Resource List ● Vowel Teams Poster ● Syllable Frames ● Suffix Frames <ul style="list-style-type: none"> ● Trick Word Flashcards ● Large Writing Grid ● Gel Board with Magic Pen ● Student Notebook <ul style="list-style-type: none"> ● Projected Phrased Story (PLC) ● Student Copies of Phrased Story <p><u>Week 1 Day 2 in Foundations</u></p> <ul style="list-style-type: none"> ● Large Sound Cards ● Standard Sound Cards ● R-Controlled Vowels Poster ● Vowel Teams Poster ● Suffix Frame ● Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> ● Projected Phrased Story (PLC) ● Student Copies of Phrased Story <ul style="list-style-type: none"> ● Trick Word Flashcards ● Large Writing Grid ● Gel Board with Magic Pen ● Student Notebook <ul style="list-style-type: none"> ● Standard Sound Cards ● Letter Board ● Magnetic Letter Tiles ● Unit Word Resource List
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Grade 3 Foundations

Explain where they are each used, dictate several words and have students build. Complete Student Notebook entry. T377

Week 1 Day 3 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds T378

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Double Vowel Syllable, oi sound
- **Make Words**
- **Student Notebook Entry** (*spoil*) T378

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T379

Make It Fun –

- **Go Fish**
Divide the class into groups of 3 or 4. Follow rules for the game, 'Go Fish'. Students are fishing for words with the same vowel sound to make a match. The game is over when all cards are gone, the player with the most matches wins. T379

Week 1 Day 4 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T380

- Student Notebook

Week 1 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
o used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

- Standard Sound Cards
- Suffix Frames
- Word List (T361)
- Hangman Activity Sheet (PLC)

Week 1 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
o used throughout lesson

Grade 3 Foundations

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Double Vowel Syllable, **oy** sound
- **Make Words**
- **Student Notebook Entry** (*destroy*) T380

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T381

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T381

Week 1 Day 5 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds T382

Word Talk –

Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
- **Display Words**
Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words.
T382

Unit 12

Unit Test

Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds, words, and sentences. Have students repeat and then write independently. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them.

- **Dictate Sounds**
Dictate sounds. Students repeat, then write the letter individually.
- **Dictate Words**

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 1 Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Unit 12

- Composition Book
- Unit Test Tracker (PLC)

Grade 3 Foundations

<p>Dictate words. Students repeat, then write the word individually.</p> <ul style="list-style-type: none"> • Dictate Trick Words Dictate words, Students repeat, then write the word individually. <p>Students Do The Following to Above Words Scoop and mark syllable types and vowel sounds. Circle suffixes.</p> <p>Dictate Sentences Dictate words, Students repeat, then write the sentence individually. Lastly, have students scoop sentences to phrase them. T383</p> <p>If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill.</p> <p>Track scores with the Unit Test Tracker (PLC).</p>			
<p>Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.</p>			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</p> <p>Students think of synonyms, antonyms, or multiple meanings for a word</p> <p>During dictation, dictate a challenge sentence</p> <p>During dictation, students rewrite sentence turning statements into questions or questions into statements</p>	<p>Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</p> <p>Students think of synonyms, antonyms, or multiple meanings for a word</p> <p>During dictation, dictate a challenge sentence</p> <p>During dictation, students rewrite sentence turning statements into questions or questions into statements</p>	<p>Remind students to use visual resources</p> <p>Be aware of a student's trouble spots</p> <p>Assist by helping students tap or modify by tapping fingers on table</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Select a drill sound warm-up leader.</p> <p>Use Unit Resources to make additional word practice</p> <p>Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation</p> <p>Double-dose lesson during WIN period (if meets eligibility criteria)</p>	<p>Remind students to use visual resources</p> <p>Be aware of a student's trouble spots</p> <p>Assist by helping students tap or modify by tapping fingers on table</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Select a drill sound warm-up leader.</p> <p>Use Unit Resources to make additional word practice</p> <p>Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation</p> <p>Double-dose lesson during WIN period (if meets eligibility criteria)</p>

Grade 3 Foundations

Unit Title: Unit 13 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.2.1.** - Ask and answer such questions as *who, what, where, when, why, and how* in a literary text to demonstrate understanding of key details in a text.
- **RL.IT.2.3.** - Describe how characters in a story respond to major events and challenges using key details within a text.
- **RL.TS.2.4.** - Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections..
- **RL.PP.2.5.** -Acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RL.MF. 2.6.** - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

NJSLS ELA Foundational Skills

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.A.** - Know spelling-sound correspondences for common vowel teams.
- **L.RF.2.3.B.** - Decode regularly spelled two-syllable words with long vowels
- **L.RF.2.3.C.** - Decode words with common prefixes and suffixes.
- **L.RF.2.3.D.** - Identify words with inconsistent but common spelling-sound correspondences
- **L.RF.2.3.E.** - Recognize and read grade-appropriate irregularly spelled words.
- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.2.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.2.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Speaking and Listening

- **SL.PE.2.1.** - Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A** - Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.b.** - Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.c.** - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2.** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **S.PI.2.4.** - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.AS.2.6** - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

NJSLS ELA Language

- **L.WF.2.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.1.A-** Write legibly and with sufficient to support fluency composition.
- **L.WF.2.1.B-** Write the most common graphemes (letters or letter groups) for each phoneme.
- **L.WF.2.2-** Demonstrate command of the conventions of encoding and spelling
- **L.WF.2.2.A-** Regular, single-syllable words that include:
 - o i. Position- based patterns (ch,-tch; k, -ck; -ge, -dge).
 - o ii. Complex consonant blends (scr, str, squ).

Grade 3 Foundations

- o iii. Less common vowel teams for long vowels (scr, str, squ).
- o iv. Vowel-r combinations (turn, star, third, four/for).
- o v. Contractions (we'll; i'm; they've; don't).
- o vi. Homophones (bear, bare; past, passed).
- o vii. Plurals and possessives (its, it's).
- **L.WF.2.2.B-** Regular two- and three- syllable words that:
 - o i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete;robot;violet;understand).
 - o ii. Are compounds comprising familiar parts (houseboat; yellowtail).
 - o iii. Include the most common prefixes and derivational suffixes (un,re,en; -ful, -ment, -less).
- **L.WF.2.2.C-** Words with suffixes that require:
 - o i. Consonant doubling (penning, slimmed).
 - o ii. Dropping silent-e (smiled, paving).
- **L.WF.2.2.D-** Most often used words in English:
 - o i. Irregular words (against, many, enough, does).
 - o ii. Pattern-based words (which, kind, have).
- **L.WF.2.3-** Demonstrate command and use of conventions of writing including those listed under grade one foundational skills
- **L.WF.2.3.A-** With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary
- **L.WF.2.3.B-** Capitalize holidays, product names and geographic names
- **L.WF.2.3.C-** Supply adjectives in noun phrases to make them more precise or engaging
- **L.WF.2.3.D-** Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present and future tenses
- **L.WF.2.3.E-** Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list
- **L.WF.2.3.F-** Use an apostrophe to form contractions and frequently occurring possessives
- **L.WF.2.3.G-** With assistance, link sentences into a simple, cohesive paragraph with a main idea
- **L.KL.2.1-** Use knowledge of language and its conventions when writing, speaking, reading or listening
- **L.KL.2.1.A-** Use words and phrases acquired through conversations, reading and being read to, and responding to texts
- **L.KL.2.B-** Compare formal and informal uses of English
- **L.VL.2.2-** Determining 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
- **L.VL.2.2.A-** Use sentence level context as a clue to the meaning of a word or phrase
- **L.VL.2.2.B-** Determine the meaning of the new word when formed when a known prefix is added to a known word (e.g., happy/unhappy. tell/retell)
- **L.VL.2.2.C-** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
- **L.VL.2.2.D-** Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark)
- **L.VL.2.2.E-** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
- **L.VI.2.3-** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.VI.2.3.A-** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- **L.VI.2.3.B-** Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- **L.VI.2.3.C-** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

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Central Idea / Enduring Understanding:

Students will...

- Identify parts of words (syllables, basewords, and suffixes).
- Identify syllable types (closed, vowel-consonant-e, open, r-controlled).
- Read and spell words with long vowels in vowel-consonant-e and open syllables.
- Read and spell words with r-controlled vowels.
- Read and spell words with vowel teams.
- Read and spell words with unexpected vowel sounds.
- Read and spell words with suffixes.
- Read and spell phonetically regular one-, two-, and three- syllable words.
- Divide multisyllabic words.
- Know some multiple-meaning words.
- Spell words with options for the grapheme representation for sounds with the use of a spell checker or dictionary.
- Apply correct punctuation.
- Apply capitalization rules.
- Read controlled stories with fluency, expression, and understanding.
- Retell short narrative stories, recounting key ideas and details.
- Locate facts and details in narrative and informational writing.
- Use sentence level context as a clue to the meaning of a word or phrase.
- Use knowledge of the meaning of individual words to predict the meaning of a compound word.
- Describe how characters in a story respond to major events and challenges.
- Determine the central message of a story.
- Use words and phrases acquired through conversations, reading, and being read to and responding to texts including using adjectives and adverbs to describe.

Essential/Guiding Question:

- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- Why do I have to pay attention to punctuation and capitalization when writing and reading?

Content:

Big Idea: Focus on vowel teams of **oa**, **oe**, and **ow**, use spelling option procedures, review suffix endings.

Learning Activity Overview:

1. **Dictation/Sounds:** Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.
2. **Dictation/Words (Single Syllable Words):** Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.

Skills(Objectives):

- The long o sound of **oa**, **oe**, and **ow**
- Use of spelling option procedure for /ō/ sound
- Review of suffix endings
- Trick Words: **Monday, Tuesday, cousin, lose, tomorrow, beautiful**
- Sample Words: **road, doe, grown**

Grade 3 Foundations

3. **Dictation/Words (Multisyllabic Words):** Students segment sounds and spell words dealing with one syllable at a time. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.
4. **Dictation Words (Spelling Option):** When teaching words with multiple spellings of the same sound, reinforce the spelling option procedure.
5. **Dictation Sentences:** Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance.
6. **Dictation/Trick Words:** Students practice the spelling of high-frequency words.
7. **Drill Sounds/Warm-Up:** Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words.
8. **Echo/Find Letters:** Students reinforce their skill of matching a letter to a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.
9. **Echo/Find Words (Single Syllable Words):** Students segment sounds and identify the letter(s) that go with each segmented sound. Segmenting is done with finger tapping.
10. **Echo/Find Words (Multisyllabic Words):** Students learn to break words into syllables and spell one syllable at a time helping them with the task of spelling longer words.
11. **Echo/Find Words (Spelling Option):** Students learn to spell words with multiple spellings of the same sound.
12. **Make it Fun:** Designed to reinforce the unit concepts or review previously taught concepts with a game activity.
13. **Storytime:** Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.

Grade 3 Foundations

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|---|--|
| <p>14. Trick Words: Students learn non-phonetic words using gross motor memory.</p> <p>15. Word of the Day: Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit.</p> <p>16. Word Talk: Designed to practice decoding and review past concepts and vocabulary. It helps to develop accuracy and automaticity of word reading.</p> | |
|---|--|

Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook
- Student Composition Book
- Direct Observation of Daily Work:
 - Letter-Keyword-Sounds
 - Tapping
 - Student Work on Dry Erase Board
 - Student Work on Letter Board
 - Student Work on Gel Board
 - Marking
 - Scooping
- Handwriting
- Dictation
- Letter Sound Correspondence
- Spelling
- Punctuation and Capitalization
- Questioning to Guide Student Learning and Mastery
- Student Collaboration
- Independent Application of Skills in Reading and Writing

Other Evidence:

- Assessment of Student Mastery
 - Unit Tests
 - Dictation (Day 5 Check-up)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1 Day 1 in Foundations

Drill Sounds/Warm-Up –

Arrange Standard Sound Cards on chart as displayed on page T389. Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T392

Introduce New Concepts –

- **Introduce Sounds (oa, oe, ow)**
Introduce the **oa**, **oe**, and **ow** Large Sound Cards as new vowel combinations, which will be used in double vowel

Resources:

Week 1 Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Standard Sound Cards
- Unit Word Resource List
- Vowel Teams Poster
- Syllable Frames

Grade 3 Foundations

syllables. Build several words, tap, read, and mark.
T392

Storytime –

- **Kelly's Speed Quiz**
Students read scooped story silently, discuss title and make predictions. Teacher reads story, modeling phrasing and fluency. Stop at each paragraph to discuss story, vocabulary and events. Refer to the wording of text to explain vocabulary. T393

Teach Trick Words –

Complete following the Learning Activity procedures. (*Monday, Tuesday, cousin*) T393

Week 1 Day 2 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T394

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T394

Introduce New Concepts –

- **Teach Echo/Find Letters**
Dictate the /ō/ sound, students echo. Ask what makes the sound, students should reply with the 5 spelling options for the sound.
- **Teach Echo/Find Words**
Explain when each spelling option is used, dictate several words and have students build, using a dictionary for confirmation. Complete Student Notebook entry. T395

Week 1 Day 3 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**

- Suffix Frames

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

Week 1 Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
o used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Standard Sound Cards
- Letter Board
- Magnetic Letter Tiles
- Unit Word Resource List
- Student Notebook

Week 1 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- R-Controlled Vowels Poster

Grade 3 Foundations

All vowels, new or challenging sounds, 4-5 other consonants.

- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds T396

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Double Vowel Syllable, **oa** sound
- **Make Words**
- **Student Notebook Entry** (*spoil*) T396

Introduce New Concepts –

- **Teach Homophones**
Build **toe** and **tow**, point out that both spellings are correct, they are spelled differently and have different meanings. Students look up the words in a dictionary to determine the correct usage of each word. Dictate and discuss other homophones. Complete Student Notebook entry. T397

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- Unit Sounds
- Unit Words
- Trick Words
- Sentence T397

Week 1 Day 4 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
 - **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
 - **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
 - **Suffixes**
4-5 Suffixes
- T398

Storytime –

- **Kelly's Speed Quiz**
Ask students what they remember about the text. Read paragraph by paragraph, stopping to help students 'make a movie' in their heads. Draw simple sketches on chart paper, representing main events in the text. Use the pictures to retell the story. T398

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**

- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Standard Sound Cards
- Unit Word Resource List
- Dictionary
- Student Notebook

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Week 1 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - o used throughout lesson

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Chart Paper

- Unit Word of the Day Cards
- Unit Word Resource List

Grade 3 Foundations

<p>Double Vowel Syllable, ow sound</p> <ul style="list-style-type: none"> • Make Words • Student Notebook Entry (<i>flow</i>) T399 <p>Dictation (Composition Book) – Complete following the Learning Activity procedures.</p> <ul style="list-style-type: none"> • Unit Sounds • Unit Words • Trick Words • Sentence T399 <p><u>Week 1 Day 5 in Foundations</u> Drill Sounds/Warm-Up – Complete the following Learning Activity procedures.</p> <ul style="list-style-type: none"> • Large Sound Cards New or challenging sounds. • Standard Sound Cards All vowels, new or challenging sounds, 4-5 other consonants. • Trick Word Drill Introduced, but not mastered, Trick Words. • R-Controlled Vowels and Vowel Teams Poster Introduced sounds T400 <p>Word Talk – Complete following the Learning Activity procedures.</p> <ul style="list-style-type: none"> • Read Word of the Day Cards Practice Pack • Display Words Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T400 <p>Make It Fun –</p> <ul style="list-style-type: none"> • You Rule! Divide students into groups of 3 or 4. Write a list of words on the board. Students read the words and try to come up with a hint or rule for when ow is used in the middle of a word, share rules/hints. T401 <p>Dictation (Day 5 Check-Up) – Complete following the Learning Activity procedures.</p> <ul style="list-style-type: none"> • Unit Sounds • Review Words • Current Words • Trick Words • Sentence T401 <p><u>Week 2 Day 1 in Foundations</u> Drill Sounds/Warm-Up – Complete the following Learning Activity procedures.</p> <ul style="list-style-type: none"> • Large Sound Cards New or challenging sounds. • Standard Sound Cards 	<ul style="list-style-type: none"> • Large Writing Grid • Student Notebook <ul style="list-style-type: none"> • Sentence Frames • Unit Resource Lists • Composition Book <p><u>Week 1 Day 5 in Foundations</u></p> <ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Trick Word Flashcards • R-Controlled Vowels Poster • Vowel Teams Poster • Echo and/or Baby Echo <ul style="list-style-type: none"> o used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Word of the Day Cards • Word Resource List <ul style="list-style-type: none"> • Word List (T401) <ul style="list-style-type: none"> • Sentence Frames • Unit Resource Lists • Composition Books <p><u>Week 2 Day 1 in Foundations</u></p> <ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • R-Controlled Vowels Poster • Vowel Teams Poster
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Grade 3 Foundations

All vowels, new or challenging sounds, 4-5 other consonants.

- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T402

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Double Vowel Syllable, **ow** sound
- **Make Words**
- **Student Notebook Entry** (*follow*) T402

Teach Trick Words –

Complete following the Learning Activity procedures. (*lose, tomorrow, beautiful*) T403

Storytime –

- **Kelly's Speed Quiz**
Have a student retell the story, using the illustrations on the chart paper, if needed. Ask comprehension questions that require students to read the text closely, ask students where, in the text, they found the answer. Find and list 10 words with the /**ō**/ sound, put in alphabetical order, and mark. T403

Week 2 Day 2 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Suffixes**
4-5 Suffixes T404

Introduce New Concepts –

- **Review Suffixes**
Complete a thorough review of suffix endings. Complete following the Learning Activity procedures. T405

Echo/Find Letters And Words –

Dictate a sound, students echo and pull down the appropriate Magnetic Letter Tiles

- **Echo/Find Words**
Dictate several words with /**ō**/, as well as words with suffix endings. Students say, then build the word. Complete Student Notebook entry. T405

- Suffix Frame
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Unit Word Resource List
- Vowel Teams Poster
- Syllable Frames
- Suffix Frames

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Chart Paper With Illustrations

Week 2 Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Suffix Frame
- Echo and/or Baby Echo
 - o used throughout lesson

- Suffix Frames
- Unit Word Resource List

- Standard Sound Cards
- Letter Board
- Magnetic Letter Tiles
- Unit Word Resource List
- Student Notebook

Grade 3 Foundations

Week 2 Day 3 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds T406

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Double Vowel Syllable, **oa** sound
- **Make Words**
- **Student Notebook Entry** (*foam(y)*) T406

Make It Fun –

- **Beat The Clock**
Write ten **ow**, **oe**, **oa** words on the board, substituting a box for the /ō/ sound. Divide students into pairs. Give students 5 minutes to make the list of words, inserting the correct option. Switch with another group to check and finish the list. T407

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T407

Week 2 Day 4 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T408

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T408

Week 2 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
o used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Unit Word Resource List
- Student Notebooks

- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 2 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
o used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

Grade 3 Foundations

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T409

Storytime –

- **Kelly's Speed Quiz**
Students read the story silently, then work on fluent reading by reading it chorally, taking turns reading, or reading in pairs. T409

Week 2 Day 5 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
- **Suffixes**
4-5 Suffixes T410

Word Talk –

Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
- **Display Words**
Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T410

Unit 13

Unit Test

Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds, words, and sentences. Have students repeat and then write independently. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them.

- **Dictate Sounds**
Dictate sounds. Students repeat, then write the letter individually.
- **Dictate Words**
Dictate words. Students repeat, then write the word individually.
- **Dictate Trick Words**
Dictate words, Students repeat, then write the word individually.

Students Do The Following to Above Words

Scoop and mark syllable types and vowel sounds.

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Student Copies of Phrased Story

Week 2 Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Suffix Frame
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Unit 13

- Composition Book
- Unit Test Tracker (PLC)

Grade 3 Foundations

Circle suffixes.			
Dictate Sentences Dictate words, Students repeat, then write the sentence individually. Lastly, have students scoop sentences to phrase them. T411 If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill. Track scores with the Unit Test Tracker (PLC).			
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.) Students think of synonyms, antonyms, or multiple meanings for a word During dictation, dictate a challenge sentence During dictation, students rewrite sentence turning statements into questions or questions into statements	Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.) Students think of synonyms, antonyms, or multiple meanings for a word During dictation, dictate a challenge sentence During dictation, students rewrite sentence turning statements into questions or questions into statements	Remind students to use visual resources Be aware of a student's trouble spots Assist by helping students tap or modify by tapping fingers on table During dictation, check that students have recalled the word/sentence correctly Select a drill sound warm-up leader. Use Unit Resources to make additional word practice Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation Double-dose lesson during WIN period (if meets eligibility criteria)	Remind students to use visual resources Be aware of a student's trouble spots Assist by helping students tap or modify by tapping fingers on table During dictation, check that students have recalled the word/sentence correctly Select a drill sound warm-up leader. Use Unit Resources to make additional word practice Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation Double-dose lesson during WIN period (if meets eligibility criteria)

Grade 3 Foundations

Unit Title: Unit 14 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.2.1.** - Ask and answer such questions as *who, what, where, when, why, and how* in a literary text to demonstrate understanding of key details in a text.
- **RL.IT.2.3.** - Describe how characters in a story respond to major events and challenges using key details within a text.
- **RL.TS.2.4.** - Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections..
- **RL.PP.2.5.** -Acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RL.MF. 2.6.** - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

NJSLS ELA Foundational Skills

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.A.** - Know spelling-sound correspondences for common vowel teams.
- **L.RF.2.3.B.** - Decode regularly spelled two-syllable words with long vowels
- **L.RF.2.3.C.** - Decode words with common prefixes and suffixes.
- **L.RF.2.3.D.** - Identify words with inconsistent but common spelling-sound correspondences
- **L.RF.2.3.E.** - Recognize and read grade-appropriate irregularly spelled words.
- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.2.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.2.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Speaking and Listening

- **SL.PE.2.1.** - Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A** - Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.b.** - Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.c.** - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2.** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **S.PI.2.4.** - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.AS.2.6** - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

NJSLS ELA Language

- **L.WF.2.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.1.A-** Write legibly and with sufficient to support fluency composition.
- **L.WF.2.1.B-** Write the most common graphemes (letters or letter groups) for each phoneme.
- **L.WF.2.2-** Demonstrate command of the conventions of encoding and spelling
- **L.WF.2.2.A-** Regular, single-syllable words that include:
 - o i. Position- based patterns (ch,-tch; k, -ck; -ge, -dge).
 - o ii. Complex consonant blends (scr, str, squ).

Grade 3 Foundations

- o iii. Less common vowel teams for long vowels (scr, str, squ).
- o iv. Vowel-r combinations (turn, star, third, four/for).
- o v. Contractions (we'll; i'm; they've; don't).
- o vi. Homophones (bear, bare; past, passed).
- o vii. Plurals and possessives (its, it's).
- **L.WF.2.2.B-** Regular two- and three- syllable words that:
 - o i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete;robot;violet;understand).
 - o ii. Are compounds comprising familiar parts (houseboat; yellowtail).
 - o iii. Include the most common prefixes and derivational suffixes (un,re,en; -ful, -ment, -less).
- **L.WF.2.2.C-** Words with suffixes that require:
 - o i. Consonant doubling (penning, slimmed).
 - o ii. Dropping silent-e (smiled, paving).
- **L.WF.2.2.D-** Most often used words in English:
 - o i. Irregular words (against, many, enough, does).
 - o ii. Pattern-based words (which, kind, have).
- **L.WF.2.3-** Demonstrate command and use of conventions of writing including those listed under grade one foundational skills
- **L.WF.2.3.A-** With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary
- **L.WF.2.3.B-** Capitalize holidays, product names and geographic names
- **L.WF.2.3.C-** Supply adjectives in noun phrases to make them more precise or engaging
- **L.WF.2.3.D-** Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present and future tenses
- **L.WF.2.3.E-** Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list
- **L.WF.2.3.F-** Use an apostrophe to form contractions and frequently occurring possessives
- **L.WF.2.3.G-** With assistance, link sentences into a simple, cohesive paragraph with a main idea
- **L.KL.2.1-** Use knowledge of language and its conventions when writing, speaking, reading or listening
- **L.KL.2.1.A-** Use words and phrases acquired through conversations, reading and being read to, and responding to texts
- **L.KL.2.B-** Compare formal and informal uses of English
- **L.VL.2.2-** Determining 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
- **L.VL.2.2.A-** Use sentence level context as a clue to the meaning of a word or phrase
- **L.VL.2.2.B-** Determine the meaning of the new word when formed when a known prefix is added to a known word (e.g., happy/unhappy. tell/retell)
- **L.VL.2.2.C-** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
- **L.VL.2.2.D-** Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark)
- **L.VL.2.2.E-** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
- **L.VI.2.3-** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.VI.2.3.A-** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- **L.VI.2.3.B-** Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- **L.VI.2.3.C-** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

Central Idea / Enduring Understanding:

Students will...

Essential/Guiding Question:

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<ul style="list-style-type: none"> • Identify parts of words (syllables, basewords, and suffixes). • Identify syllable types (closed, vowel-consonant-e, open, r-controlled). • Read and spell words with long vowels in vowel-consonant-e and open syllables. • Read and spell words with r-controlled vowels. • Read and spell words with vowel teams. • Read and spell words with unexpected vowel sounds. • Read and spell words with suffixes. • Read and spell phonetically regular one-, two-, and three- syllable words. • Divide multisyllabic words. • Know some multiple-meaning words. • Spell words with options for the grapheme representation for sounds with the use of a spell checker or dictionary. • Apply correct punctuation. • Apply capitalization rules. • Read controlled stories with fluency, expression, and understanding. • Retell short narrative stories, recounting key ideas and details. • Locate facts and details in narrative and informational writing. • Use sentence level context as a clue to the meaning of a word or phrase. • Use knowledge of the meaning of individual words to predict the meaning of a compound word. • Describe how characters in a story respond to major events and challenges. • Determine the central message of a story. • Use words and phrases acquired through conversations, reading, and being read to and responding to texts including using adjectives and adverbs to describe. 	<ul style="list-style-type: none"> • What is a syllable type and how can it help us to read unfamiliar words? • How do syllable types change vowel sounds? • How do we decide on which spelling options to use? • How do I know how to phrase my words when reading? • Why do I have to pay attention to punctuation and capitalization when writing and reading?
<p>Content: Big Idea: Focus on vowel teams ou and ow, different pronunciations of vowel teams, using context to decide which to use, and spelling generalizations.</p> <p>Learning Activity Overview:</p> <ol style="list-style-type: none"> 1. Dictation/Sounds: Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation. 2. Dictation/Words (Single Syllable Words): Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word. 3. Dictation/Words (Multisyllabic Words): Students segment sounds and spell words dealing with one 	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> • The /ou/ sound of ou and ow • Flexibility in sound choices for reading • Spelling generalizations of /ou/ sound • Trick Words: Wednesday, Thursday, Saturday, bought, brought, piece • Sample Words: sample, drown, plow

Grade 3 Foundations

syllable at a time. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.

4. **Dictation Words (Spelling Option):** When teaching words with multiple spellings of the same sound, reinforce the spelling option procedure.
5. **Dictation Sentences:** Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance.
6. **Dictation/Trick Words:** Students practice the spelling of high-frequency words.
7. **Drill Sounds/Warm-Up:** Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words.
8. **Echo/Find Letters:** Students reinforce their skill of matching a letter to a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.
9. **Echo/Find Words (Single Syllable Words):** Students segment sounds and identify the letter(s) that go with each segmented sound. Segmenting is done with finger tapping.
10. **Echo/Find Words (Multisyllabic Words):** Students learn to break words into syllables and spell one syllable at a time helping them with the task of spelling longer words.
11. **Echo/Find Words (Spelling Option):** Students learn to spell words with multiple spellings of the same sound.
12. **Make it Fun:** Designed to reinforce the unit concepts or review previously taught concepts with a game activity.
13. **Storytime:** Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.

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<p>14. Trick Words: Students learn non-phonetic words using gross motor memory.</p> <p>15. Word of the Day: Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit.</p> <p>16. Word Talk: Designed to practice decoding and review past concepts and vocabulary. It helps to develop accuracy and automaticity of word reading.</p>	
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Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook
- Student Composition Book
- Direct Observation of Daily Work:
 - o Letter-Keyword-Sounds
 - o Tapping
 - o Student Work on Dry Erase Board
 - o Student Work on Letter Board
 - o Student Work on Gel Board
 - o Marking
 - o Scooping
- Handwriting
- Dictation
- Letter Sound Correspondence
- Spelling
- Punctuation and Capitalization
- Questioning to Guide Student Learning and Mastery
- Student Collaboration
- Independent Application of Skills in Reading and Writing

Other Evidence:

- Assessment of Student Mastery
 - o Unit Tests
 - o Dictation (Day 5 Check-up)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1 Day 1 in Foundations

Drill Sounds/Warm-Up –

Arrange Standard Sound Cards on chart as displayed on page T417. Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T420

Introduce New Concepts –

- **Introduce The /ou/ Sound Of ow and Reading Words With Sound Options**
Introduce the /ow/ Large Sound Card. Instruct that if they are not sure of the sound, to try both and see which one makes a real word. Using Standard Sound Cards, build

Resources:

Week 1 Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - o used throughout lesson
- Standard Sound Cards
- Unit Word Resource List
- Vowel Teams Poster
- Syllable Frames

Grade 3 Foundations

and tap several words for practice. Tell students that sometimes a word can be said either way, such as **bow**, and you must hear them in a sentence to determine the correct pronunciation. Complete Student Notebook entry. T420-421

Teach Trick Words –

Complete following the Learning Activity procedures.
(Wednesday, Thursday, Saturday) T421

Week 1 Day 2 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T422

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T422

Introduce New Concepts –

- **Teach The /ou/ Sound Of ou**
Present the **ou** Large Sound Card, explaining that it is another spelling of the /ou/ sound. Build several words for students to tap and read.
- **Teach Tapping and Marking Of ou and ow**
Tap these sounds like the other double vowel syllables.
- **Teach Echo/Find Letters**
Use the spelling option procedure to determine spelling.
- **Teach Echo/Find Words**
Explain where the sounds may be used in words.
Complete Student Notebook entry. T423

Week 1 Day 3 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants. T424

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

Week 1 Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - o used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Standard Sound Cards
- Letter Board
- Magnetic Letter Tiles
- Unit Word Resource List
- Student Notebook

Week 1 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

Grade 3 Foundations

Make It Fun –

- **/ou/ Charades**
Chorally read list of words. Give student a word card and ask the student to act out one of the words while others try to guess the word. T424

Storytime –

- **Ross Gets Help**
Students read scooped story silently, discuss title and make predictions. Teacher reads story, modeling phrasing and fluency. Stop at each paragraph to discuss story, vocabulary and events. Refer to the wording of text to explain vocabulary. T425

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T425

Week 1 Day 4 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Suffixes**
4-5 Suffixes T426

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Double Vowel Syllable, **ou** sound
- **Make Words**
- **Student Notebook Entry** (*noun*) T426

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T427

Storytime –

- **Ross Gets Help**
Ask students what they remember about the text. Read paragraph by paragraph, stopping to help students 'make a movie' in their heads. Draw simple sketches on chart paper, representing main events in the text. Use the pictures to retell the story. T427

- Standard Sound Cards
- Word List (T424)
- Index Cards

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Week 1 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Suffix Frame
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Book

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Chart Paper

Grade 3 Foundations

Week 1 Day 5 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
- **Suffixes**
4-5 Suffixes T428

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T428

Word Talk –

Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
- **Display Words**
Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words.
T429

Dictation (Day 5 Check-Up) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Review Words**
- **Current Words**
- **Trick Words**
- **Sentence** T429

Week 2 Day 1 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants. T430

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Double Vowel Syllable, **ow** sound
- **Make Words**
- **Student Notebook Entry** (*tower*) T430

Week 1 Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Suffix Frames
- Echo and/or Baby Echo
 - o used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

- Sentence Frames
- Unit Resource Lists
- Composition Books

Week 2 Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Unit Word Resource List
- Vowel Teams Poster
- Syllable Frames
- Suffix Frames

- Trick Word Flashcards

Grade 3 Foundations

Teach Trick Words –

Complete following the Learning Activity procedures. (*bought, brought, piece*) T431

Echo/Find Letters And Words –

Dictate a sound, students echo and pull down the appropriate Magnetic Letter Tiles

- **Echo/Find Words**

Dictate several words with /ou/, as well as words with suffix endings. Students say, then build the word.
Complete Student Notebook entry. T431

Week 2 Day 2 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**

New or challenging sounds.

- **Standard Sound Cards**

All vowels, new or challenging sounds, 4-5 other consonants.

- **Suffixes**

4-5 Suffixes T432

Storytime –

- **Ross Gets Help**

Have a student retell the story, using the illustrations on the chart paper, if needed. Ask comprehension questions that require students to read the text closely, ask students where, in the text, they found the answer. Find all the words with the /ou/ sound, circle the double vowel combination that is saying /ou/.
T432

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T433

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**

- **Unit Words**

- **Trick Words**

- **Sentence** T433

Week 2 Day 3 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**

New or challenging sounds.

- **Standard Sound Cards**

- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Standard Sound Cards
- Letter Board
- Magnetic Letter Tiles
- Unit Word Resource List
- Student Notebook

Week 2 Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Suffix Frame
- Echo and/or Baby Echo
 - o used throughout lesson

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Chart Paper With Illustrations

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

Week 2 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Suffix Frames

Grade 3 Foundations

All vowels, new or challenging sounds, 4-5 other consonants.

- **Trick Word Drill**

Introduced, but not mastered, Trick Words.

- **Suffixes**

4-5 Suffixes T434

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**

Double Vowel Syllable, **ou** sound

- **Make Words**

- **Student Notebook Entry** (*compound*) T434

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**

- **Unit Words**

- **Trick Words**

- **Sentence** T435

Storytime –

- **Ross Gets Help**

Have a student retell the story, using the illustrations on the chart paper, if needed. Ask comprehension questions that require students to read the text closely, ask students where, in the text, they found the answer. T435

Week 2 Day 4 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**

New or challenging sounds.

- **Standard Sound Cards**

All vowels, new or challenging sounds, 4-5 other consonants.

- **R-Controlled Vowels and Vowel Teams Poster**

Introduced sounds

- **Suffixes**

4-5 Suffixes T436

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T436

Word Talk –

Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**

- **Display Words**

- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Chart Paper With Illustrations

Week 2 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - o used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Grade 3 Foundations

Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words.
T437

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T437

Week 2 Day 5 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds T438

Word Talk –

Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
- **Display Words**
Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words.
T438

Unit 14

Unit Test

Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds, words, and sentences. Have students repeat and then write independently. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them.

- **Dictate Sounds**
Dictate sounds. Students repeat, then write the letter individually.
- **Dictate Words**
Dictate words. Students repeat, then write the word individually.
- **Dictate Trick Words**
Dictate words, Students repeat, then write the word individually.

Students Do The Following to Above Words

Scoop and mark syllable types and vowel sounds.
Circle suffixes.

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

Week 2 Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Suffix Frame
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Unit 14

- Composition Book
- Unit Test Tracker (PLC)

Grade 3 Foundations

Dictate Sentences Dictate words, Students repeat, then write the sentence individually. Lastly, have students scoop sentences to phrase them. T439 If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill. Track scores with the Unit Test Tracker (PLC).			
Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.) Students think of synonyms, antonyms, or multiple meanings for a word During dictation, dictate a challenge sentence During dictation, students rewrite sentence turning statements into questions or questions into statements	Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.) Students think of synonyms, antonyms, or multiple meanings for a word During dictation, dictate a challenge sentence During dictation, students rewrite sentence turning statements into questions or questions into statements	Remind students to use visual resources Be aware of a student's trouble spots Assist by helping students tap or modify by tapping fingers on table During dictation, check that students have recalled the word/sentence correctly Select a drill sound warm-up leader. Use Unit Resources to make additional word practice Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation Double-dose lesson during WIN period (if meets eligibility criteria)	Remind students to use visual resources Be aware of a student's trouble spots Assist by helping students tap or modify by tapping fingers on table During dictation, check that students have recalled the word/sentence correctly Select a drill sound warm-up leader. Use Unit Resources to make additional word practice Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation Double-dose lesson during WIN period (if meets eligibility criteria)

Unit Title: Unit 15 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.2.1.** - Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* in a literary text to demonstrate understanding of key details in a text.

Grade 3 Foundations

- **RL.IT.2.3.** - Describe how characters in a story respond to major events and challenges using key details within a text.
- **RL.TS.2.4.** - Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections..
- **RL.PP.2.5.** -Acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RL.MF. 2.6.** - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

NJSLS ELA Foundational Skills

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.A.** - Know spelling-sound correspondences for common vowel teams.
- **L.RF.2.3.B.** Decode regularly spelled two-syllable words with long vowels
- **L.RF.2.3.C.** Decode words with common prefixes and suffixes.
- **L.RF.2.3.D.** Identify words with inconsistent but common spelling-sound correspondences
- **L.RF.2.3.E.** - Recognize and read grade-appropriate irregularly spelled words.
- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.2.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.2.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Speaking and Listening

- **SL.PE.2.1.** - Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A** - Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.b.** - Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.c.** - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2.** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **S.PI.2.4.** - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.AS.2.6** - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

NJSLS ELA Language

- **L.WF.2.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.1.A-** Write legibly and with sufficient to support fluency composition.
- **L.WF.2.1.B-** Write the most common graphemes (letters or letter groups) for each phoneme.
- **L.WF.2.2-** Demonstrate command of the conventions of encoding and spelling
- **L.WF.2.2.A-** Regular, single-syllable words that include:
 - i. Position- based patterns (ch,-tch; k, -ck; -ge, -dge).
 - ii. Complex consonant blends (scr, str, squ).
 - iii. Less common vowel teams for long vowels (scr, str, squ).
 - iv. Vowel-r combinations (turn, star, third, four/for).
 - v. Contractions (we'll; i'm; they've; don't).
 - vi. Homophones (bear, bare; past, passed).
 - vii. Plurals and possessives (its, it's).
- **L.WF.2.2.B-** Regular two- and three- syllable words that:
 - i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete;robot;violet;understand).
 - ii. Are compounds comprising familiar parts (houseboat; yellowtail).
 - iii. Include the most common prefixes and derivational suffixes (un,re,en; -ful, -ment, -less).

Grade 3 Foundations

- **L.WF.2.2.C-** Words with suffixes that require:
 - o i. Consonant doubling (penning, slimmed).
 - o ii. Dropping silent-e (smiled, paving).
- **L.WF.2.2.D-** Most often used words in English:
 - o i. Irregular words (against, many, enough, does).
 - o ii. Pattern-based words (which, kind, have).
- **L.WF.2.3-** Demonstrate command and use of conventions of writing including those listed under grade one foundational skills
- **L.WF.2.3.A-** With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary
- **L.WF.2.3.B-** Capitalize holidays, product names and geographic names
- **L.WF.2.3.C-** Supply adjectives in noun phrases to make them more precise or engaging
- **L.WF.2.3.D-** Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present and future tenses
- **L.WF.2.3.E-** Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list
- **L.WF.2.3.F-** Use an apostrophe to form contractions and frequently occurring possessives
- **L.WF.2.3.G-** With assistance, link sentences into a simple, cohesive paragraph with a main idea
- **L.KL.2.1-** Use knowledge of language and its conventions when writing, speaking, reading or listening
- **L.KL.2.1.A-** Use words and phrases acquired through conversations, reading and being read to, and responding to texts
- **L.KL.2.B-** Compare formal and informal uses of English
- **L.VL.2.2-** Determining 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
- **L.VL.2.2.A-** Use sentence level context as a clue to the meaning of a word or phrase
- **L.VL.2.2.B-** Determine the meaning of the new word when formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell)
- **L.VL.2.2.C-** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
- **L.VL.2.2.D-** Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark)
- **L.VL.2.2.E-** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
- **L.VI.2.3-** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.VI.2.3.A-** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- **L.VI.2.3.B-** Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- **L.VI.2.3.C-** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

Central Idea / Enduring Understanding:

Students will...

- Identify parts of words (syllables, base words, and suffixes).
- Identify syllable types (closed, vowel-consonant-e, open, r-controlled).
- Read and spell words with long vowels in vowel-consonant-e and open syllables.
- Read and spell words with r-controlled vowels.
- Read and spell words with vowel teams.
- Read and spell words with unexpected vowel sounds.
- Read and spell words with suffixes.

Essential/Guiding Question:

- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- Why do I have to pay attention to punctuation and capitalization when writing and reading?

Grade 3 Foundations

<ul style="list-style-type: none"> • Read and spell phonetically regular one-, two-, and three-syllable words. • Divide multisyllabic words. • Know some multiple-meaning words. • Spell words with options for the grapheme representation for sounds with the use of a spell checker or dictionary. • Apply correct punctuation. • Apply capitalization rules. • Read controlled stories with fluency, expression, and understanding. • Retell short narrative stories, recounting key ideas and details. • Locate facts and details in narrative and informational writing. • Use sentence level context as a clue to the meaning of a word or phrase. • Use knowledge of the meaning of individual words to predict the meaning of a compound word. • Describe how characters in a story respond to major events and challenges. • Determine the central message of a story. • Use words and phrases acquired through conversations, reading, and being read to and responding to texts including using adjectives and adverbs to describe. 	
<p><u>Content:</u> Big Idea: Focus on four new spellings of /ū/, and one new spelling of /ũ/, and the spelling option procedures.</p> <p>Learning Activity Overview:</p> <ol style="list-style-type: none"> 1. Dictation/Sounds: Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation. 2. Dictation/Words (Single Syllable Words): Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word. 3. Dictation/Words (Multisyllabic Words): Students segment sounds and spell words dealing with one syllable at a time. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word. 4. Dictation Words (Spelling Option): When teaching words with multiple spellings of the same sound, reinforce the spelling option procedure. 5. Dictation Sentences: Students independently write a sentence from dictation. This helps students 	<p><u>Skills(Objectives):</u></p> <ul style="list-style-type: none"> • The /ū/ sound of oo, ou, ue, and ew • The /ũ/ sound of ue • Use of spelling option procedure for /ū/ and /ũ/ sounds • Trick Words: January, February, July, enough, special, December • Sample Words: spoon, soup, overdue, blew, argue

Grade 3 Foundations

develop their auditory memory for words and develops their proofreading skills with guidance.

6. **Dictation/Trick Words:** Students practice the spelling of high-frequency words.
7. **Drill Sounds/Warm-Up:** Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words.
8. **Echo/Find Letters:** Students reinforce their skill of matching a letter to a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.
9. **Echo/Find Words (Single Syllable Words):** Students segment sounds and identify the letter(s) that go with each segmented sound. Segmenting is done with finger tapping.
10. **Echo/Find Words (Multisyllabic Words):** Students learn to break words into syllables and spell one syllable at a time helping them with the task of spelling longer words.
11. **Echo/Find Words (Spelling Option):** Students learn to spell words with multiple spellings of the same sound.
12. **Make it Fun:** Designed to reinforce the unit concepts or review previously taught concepts with a game activity.
13. **Storytime:** Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.
14. **Trick Words:** Students learn non-phonetic words using gross motor memory.
15. **Word of the Day:** Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit.
16. **Word Talk:** Designed to practice decoding and review past concepts and vocabulary. It helps to develop accuracy and automaticity of word reading.

Grade 3 Foundations

Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook
- Student Composition Book
- Direct Observation of Daily Work:
 - o Letter-Keyword-Sounds
 - o Tapping
 - o Student Work on Dry Erase Board
 - o Student Work on Letter Board
 - o Student Work on Gel Board
 - o Marking
 - o Scooping
- Handwriting
- Dictation
- Letter Sound Correspondence
- Spelling
- Punctuation and Capitalization
- Questioning to Guide Student Learning and Mastery
- Student Collaboration
- Independent Application of Skills in Reading and Writing

Other Evidence:

- Assessment of Student Mastery
 - o Unit Tests
 - o Dictation (Day 5 Check-up)

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1 Day 1 in Foundations

Drill Sounds/Warm-Up –

Arrange Standard Sound Cards on chart as displayed on page T445. Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T448

Introduce New Concepts –

- **Introduce /ü/ Sound (ou, oo, ue, ew)**
Introduce the Large Sound Cards. Instruct that if they are not sure of the sound, to try both and see which one makes a real word. Using Standard Sound Cards, build and tap several words for practice.
- **Teach Marking Of Sounds**
All of these new sounds will be marked like other double vowels: by scooping the syllable, marking it with a **d** and circling the double vowel combination. Complete Student Notebook entry. T448-449

Teach Trick Words –

Complete following the Learning Activity procedures. (*January, February, July*) T449

Resources:

Week 1 Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Unit Word Resource List
- Vowel Teams Poster
- Syllable Frames

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

Grade 3 Foundations

Week 1 Day 2 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
T450

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Double Vowel Syllable, oo sound
- **Make Words**
- **Student Notebook Entry** (*smooth*) T450

Introduce New Concepts –

- **Teach Echo/Find Letters And Words (ü)**
Tell students that there are now 6 ways to spell the /ü/ sound. Use the spelling option procedure to determine spelling.
- **Teach Echo/Find Letters And Words (ū)**
Dictate several words and use spelling options to determine the correct spelling.
- **Teach Echo/Find Letters And Words (u)**
Have students find the Magnetic Tile for the letter sound. Dictate several words and have students echo and tap out the words. T451

Week 1 Day 3 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds T452

Word Talk –

Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
- **Display Words**
Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words.
T452

Week 1 Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Standard Sound Cards
- Letter Board
- Magnetic Letter Tiles
- Unit Word Resource List
- Student Notebook

Week 1 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- R-Controlled Vowels
- Vowel Teams Poster
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Grade 3 Foundations

Storytime –

- **The Rescue Team**
Students read scooped story silently, discuss title and make predictions. Teacher reads story, modeling phrasing and fluency. Stop at each paragraph to discuss story, vocabulary and events. Refer to the wording of text to explain vocabulary. T453

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T453

Week 1 Day 4 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T454

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Double Vowel Syllable, **ou** sound
- **Make Words**
- **Student Notebook Entry** (*group*) T454

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T455

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T455

Week 1 Day 5 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Week 1 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
o used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Sentence Frames
- Unit Resource Lists
- Composition Book

Week 1 Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards

Grade 3 Foundations

<p>New or challenging sounds.</p> <ul style="list-style-type: none"> • Standard Sound Cards All vowels, new or challenging sounds, 4-5 other consonants. • Trick Word Drill Introduced, but not mastered, Trick Words. T456 <p>Word Talk – Complete following the Learning Activity procedures.</p> <ul style="list-style-type: none"> • Read Word of the Day Cards Practice Pack • Display Words Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T456 <p>Storytime –</p> <ul style="list-style-type: none"> • The Rescue Team Ask students what they remember about the text. Read paragraph by paragraph, stopping to help students ‘make a movie’ in their heads. Draw simple sketches on chart paper, representing main events in the text. Use the pictures to retell the story. T457 <p>Dictation (Day 5 Check-Up) – Complete following the Learning Activity procedures.</p> <ul style="list-style-type: none"> • Unit Sounds • Review Words • Current Words • Trick Words • Sentence T457 <p><u>Week 2 Day 1 in Foundations</u> Drill Sounds/Warm-Up – Arrange Standard Sound Cards on chart as displayed on page T389. Complete the following Learning Activity procedures.</p> <ul style="list-style-type: none"> • Large Sound Cards New or challenging sounds. • Standard Sound Cards All vowels, new or challenging sounds, 4-5 other consonants. • Suffixes 4-5 Suffixes T458 <p>Teach Trick Words – Complete following the Learning Activity procedures. (<i>enough, special, December</i>) T458</p> <p>Word of the Day – Complete following the Learning Activity procedures.</p> <ul style="list-style-type: none"> • Review Concepts Double Vowel Syllable, ue sound • Make Words • Student Notebook Entry (<i>rescue</i>) T459 	<ul style="list-style-type: none"> • Trick Word Flashcards • Echo and/or Baby Echo <ul style="list-style-type: none"> o used throughout lesson <ul style="list-style-type: none"> • Standard Sound Cards • Word of the Day Cards • Word Resource List <ul style="list-style-type: none"> • Projected Phrased Story (PLC) • Student Copies of Phrased Story • Chart Paper <ul style="list-style-type: none"> • Sentence Frames • Unit Resource Lists • Composition Books <p><u>Week 2 Day 1 in Foundations</u></p> <ul style="list-style-type: none"> • Large Sound Cards • Standard Sound Cards • Suffix Frames • Echo and/or Baby Echo <ul style="list-style-type: none"> o used throughout lesson <ul style="list-style-type: none"> • Trick Word Flashcards • Large Writing Grid • Gel Board with Magic Pen • Student Notebook <ul style="list-style-type: none"> • Standard Sound Cards • Unit Word Resource List • Vowel Teams Poster • Syllable Frames • Suffix Frames
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Grade 3 Foundations

Storytime –

- **The Rescue Team**

Have a student retell the story, using the illustrations on the chart paper, if needed. Ask comprehension questions that require students to read the text closely, ask students where, in the text, they found the answer. List all words with **ou**, **oo**, **ue**, and **ew**. T459

Week 2 Day 2 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T460

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T460

Echo/Find Letters And Words –

Dictate a sound, students echo and pull down the appropriate Magnetic Letter Tiles

- **Echo/Find Words**
Dictate several words with /**ü**/ or /**û**/, as well as words with suffix endings. Students say, then build the word. Complete Student Notebook entry. T461

Storytime –

- **The Rescue Team**

Students read the story silently, then work on fluent reading by reading it chorally, taking turns reading, or reading in pairs. T461

Week 2 Day 3 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Chart Paper With Illustrations

Week 2 Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

- Standard Sound Cards
- Letter Board
- Magnetic Letter Tiles
- Unit Word Resource List
- Student Notebook

- Student Copies of Phrased Story

Week 2 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - o used throughout lesson

Grade 3 Foundations

<ul style="list-style-type: none"> ● R-Controlled Vowels and Vowel Teams Poster Introduced sounds T462 <p>Word of the Day – Complete following the Learning Activity procedures.</p> <ul style="list-style-type: none"> ● Review Concepts Double Vowel Syllable, ew sound ● Make Words ● Student Notebook Entry (<i>crew</i>) T462 <p>Make It Fun –</p> <ul style="list-style-type: none"> ● Syllable Match Write the first syllable of a word in a left hand column and the second syllable of another in a right hand column to create a match game. Students work in pairs to match syllables to make words. T463 <p>Dictation (Dry Erase) – Complete following the Learning Activity procedures.</p> <ul style="list-style-type: none"> ● Unit Sounds ● Unit Words ● Trick Words ● Sentence T463 <p><u>Week 2 Day 4 in Foundations</u> Drill Sounds/Warm-Up – Complete the following Learning Activity procedures.</p> <ul style="list-style-type: none"> ● Large Sound Cards New or challenging sounds. ● Standard Sound Cards All vowels, new or challenging sounds, 4-5 other consonants. ● Suffixes 4-5 Suffixes T464 <p>Word Talk – Complete following the Learning Activity procedures.</p> <ul style="list-style-type: none"> ● Read Word of the Day Cards Practice Pack ● Display Words Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T464 <p>Trick Word Practice – Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (<i>current trick word, 1-2 review trick words</i>) T465</p> <p>Dictation (Composition Book) – Complete following the Learning Activity procedures.</p> <ul style="list-style-type: none"> ● Unit Sounds ● Unit Words 	<ul style="list-style-type: none"> ● Unit Word of the Day Cards ● Unit Word Resource List ● Large Writing Grid ● Student Notebook <ul style="list-style-type: none"> ● White Syllable Frames ● Unit Word Research List ● Dry Erase Writing Tablets, Markers, Erasers <ul style="list-style-type: none"> ● Unit Resource Lists ● Large Writing Grid ● Dry Erase Writing Tablets, Markers, Erasers ● Sentence Frames ● Student Notebook <p><u>Week 2 Day 4 in Foundations</u></p> <ul style="list-style-type: none"> ● Large Sound Cards ● Standard Sound Cards ● Suffix Frame ● Echo and/or Baby Echo <ul style="list-style-type: none"> ○ used throughout lesson <ul style="list-style-type: none"> ● Standard Sound Cards ● Word of the Day Cards ● Word Resource List <ul style="list-style-type: none"> ● Trick Word Flashcards ● Large Writing Grid ● Gel Board with Magic Pen ● Student Notebook <ul style="list-style-type: none"> ● Unit Word of the Day Cards ● Unit Word Resource List ● Large Writing Grid
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Grade 3 Foundations

- **Trick Words**
- **Sentence** T465

Week 2 Day 5 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
- **Suffixes**
4-5 Suffixes T466

Word Talk –

Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
- **Display Words**
Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words.
T466

Unit 15

Unit Test

Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds, words, and sentences. Have students repeat and then write independently. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them.

- **Dictate Sounds**
Dictate sounds. Students repeat, then write the letter individually.
- **Dictate Words**
Dictate words. Students repeat, then write the word individually.
- **Dictate Trick Words**
Dictate words, Students repeat, then write the word individually.

Students Do The Following to Above Words

Scoop and mark syllable types and vowel sounds.
Circle suffixes.

Dictate Sentences

Dictate words, Students repeat, then write the sentence individually.

Lastly, have students scoop sentences to phrase them. T467

If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill.

Track scores with the Unit Test Tracker (PLC).

- Student Notebook

Week 2 Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Suffix Frame
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Unit 15

- Composition Book
- Unit Test Tracker (PLC)

Grade 3 Foundations

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</p> <p>Students think of synonyms, antonyms, or multiple meanings for a word</p> <p>During dictation, dictate a challenge sentence</p> <p>During dictation, students rewrite sentence turning statements into questions or questions into statements</p>	<p>Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</p> <p>Students think of synonyms, antonyms, or multiple meanings for a word</p> <p>During dictation, dictate a challenge sentence</p> <p>During dictation, students rewrite sentence turning statements into questions or questions into statements</p>	<p>Remind students to use visual resources</p> <p>Be aware of a student's trouble spots</p> <p>Assist by helping students tap or modify by tapping fingers on table</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Select a drill sound warm-up leader.</p> <p>Use Unit Resources to make additional word practice</p> <p>Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation</p> <p>Double-dose lesson during WIN period (if meets eligibility criteria)</p>	<p>Remind students to use visual resources</p> <p>Be aware of a student's trouble spots</p> <p>Assist by helping students tap or modify by tapping fingers on table</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Select a drill sound warm-up leader.</p> <p>Use Unit Resources to make additional word practice</p> <p>Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation</p> <p>Double-dose lesson during WIN period (if meets eligibility criteria)</p>

Unit Title: Unit 16 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.2.1.** - Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* in a literary text to demonstrate understanding of key details in a text.
- **RL.IT.2.3.** - Describe how characters in a story respond to major events and challenges using key details within a text.
- **RL.TS.2.4.** - Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections..
- **RL.PP.2.5.** -Acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RL.MF. 2.6.** - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

NJSLS ELA Foundational Skills

Grade 3 Foundations

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.A.** - Know spelling-sound correspondences for common vowel teams.
- **L.RF.2.3.B.** - Decode regularly spelled two-syllable words with long vowels
- **L.RF.2.3.C.** - Decode words with common prefixes and suffixes.
- **L.RF.2.3.D.** - Identify words with inconsistent but common spelling-sound correspondences
- **L.RF.2.3.E.** - Recognize and read grade-appropriate irregularly spelled words.
- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.2.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.2.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Speaking and Listening

- **SL.PE.2.1.** - Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A** - Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.b.** - Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.c.** - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2.** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **S.PI.2.4.** - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **SL.AS.2.6** - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

NJSLS ELA Language

- **L.WF.2.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.1.A-** Write legibly and with sufficient to support fluency composition.
- **L.WF.2.1.B-** Write the most common graphemes (letters or letter groups) for each phoneme.
- **L.WF.2.2-** Demonstrate command of the conventions of encoding and spelling
- **L.WF.2.2.A-** Regular, single-syllable words that include:
 - i. Position- based patterns (ch,-tch; k, -ck; -ge, -dge).
 - ii. Complex consonant blends (scr, str, squ).
 - iii. Less common vowel teams for long vowels (scr, str, squ).
 - iv. Vowel-r combinations (turn, star, third, four/for).
 - v. Contractions (we'll; i'm; they've; don't).
 - vi. Homophones (bear, bare; past, passed).
 - vii. Plurals and possessives (its, it's).
- **L.WF.2.2.B-** Regular two- and three- syllable words that:
 - i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete;robot;violet;understand).
 - ii. Are compounds comprising familiar parts (houseboat; yellowtail).
 - iii. Include the most common prefixes and derivational suffixes (un,re,en; -ful, -ment, -less).
- **L.WF.2.2.C-** Words with suffixes that require:
 - i. Consonant doubling (penning, slimmed).
 - ii. Dropping silent-e (smiled, paving).
- **L.WF.2.2.D-** Most often used words in English:
 - i. Irregular words (against, many, enough, does).
 - ii. Pattern-based words (which, kind, have).
- **L.WF.2.3-** Demonstrate command and use of conventions of writing including those listed under grade one foundational skills
- **L.WF.2.3.A-** With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary

Grade 3 Foundations

- **L.WF.2.3.B-** Capitalize holidays, product names and geographic names
- **L.WF.2.3.C-** Supply adjectives in noun phrases to make them more precise or engaging
- **L.WF.2.3.D-** Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present and future tenses
- **L.WF.2.3.E-** Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list
- **L.WF.2.3.F-** Use an apostrophe to form contractions and frequently occurring possessives
- **L.WF.2.3.G-** With assistance, link sentences into a simple, cohesive paragraph with a main idea
- **L.KL.2.1-** Use knowledge of language and its conventions when writing, speaking, reading or listening
- **L.KL.2.1.A-** Use words and phrases acquired through conversations, reading and being read to, and responding to texts
- **L.KL.2.B-** Compare formal and informal uses of English
- **L.VL.2.2-** Determining 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
- **L.VL.2.2.A-** Use sentence level context as a clue to the meaning of a word or phrase
- **L.VL.2.2.B-** Determine the meaning of the new word when formed when a known prefix is added to a known word (e.g., happy/unhappy. tell/retell)
- **L.VL.2.2.C-** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
- **L.VL.2.2.D-** Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark)
- **L.VL.2.2.E-** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
- **L.VI.2.3-** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.VI.2.3.A-** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- **L.VI.2.3.B-** Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- **L.VI.2.3.C-** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

Central Idea / Enduring Understanding:

Students will...

- Identify parts of words (syllables, basewords, and suffixes).
- Identify syllable types (closed, vowel-consonant-e, open, r-controlled).
- Read and spell words with long vowels in vowel-consonant-e and open syllables.
- Read and spell words with r-controlled vowels.
- Read and spell words with vowel teams.
- Read and spell words with unexpected vowel sounds.
- Read and spell words with suffixes.
- Read and spell phonetically regular one-, two-, and three-syllable words.
- Divide multisyllabic words.
- Know some multiple-meaning words.
- Spell words with options for the grapheme representation for sounds with the use of a spell checker or dictionary.
- Apply correct punctuation.
- Apply capitalization rules.
- Read controlled stories with fluency, expression, and understanding.

Essential/Guiding Question:

- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- Why do I have to pay attention to punctuation and capitalization when writing and reading?

Grade 3 Foundations

<ul style="list-style-type: none"> • Retell short narrative stories, recounting key ideas and details. • Locate facts and details in narrative and informational writing. • Use sentence level context as a clue to the meaning of a word or phrase. • Use knowledge of the meaning of individual words to predict the meaning of a compound word. • Describe how characters in a story respond to major events and challenges. • Determine the central message of a story. • Use words and phrases acquired through conversations, reading, and being read to and responding to texts including using adjectives and adverbs to describe. 	
<p>Content:</p> <p>Big Idea: Focus on the double vowel combinations of au and aw.</p> <p>Learning Activity Overview:</p> <ol style="list-style-type: none"> 1. Dictation/Sounds: Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation. 2. Dictation/Words (Single Syllable Words): Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word. 3. Dictation/Words (Multisyllabic Words): Students segment sounds and spell words dealing with one syllable at a time. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word. 4. Dictation Words (Spelling Option): When teaching words with multiple spellings of the same sound, reinforce the spelling option procedure. 5. Dictation Sentences: Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance. 6. Dictation/Trick Words: Students practice the spelling of high-frequency words. 7. Drill Sounds/Warm-Up: Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words. 	<p>Skills(Objectives):</p> <ul style="list-style-type: none"> • Sounds of au and aw • Spelling generalizations for the /ô/ sound • Trick Words: August, laugh, daughter • Sample Words: claw, aunt

Grade 3 Foundations

8. **Echo/Find Letters:** Students reinforce their skill of matching a letter to a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.
9. **Echo/Find Words (Single Syllable Words):** Students segment sounds and identify the letter(s) that go with each segmented sound. Segmenting is done with finger tapping.
10. **Echo/Find Words (Multisyllabic Words):** Students learn to break words into syllables and spell one syllable at a time helping them with the task of spelling longer words.
11. **Echo/Find Words (Spelling Option):** Students learn to spell words with multiple spellings of the same sound.
12. **Make it Fun:** Designed to reinforce the unit concepts or review previously taught concepts with a game activity.
13. **Storytime:** Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.
14. **Trick Words:** Students learn non-phonetic words using gross motor memory.
15. **Word of the Day:** Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit.
16. **Word Talk:** Designed to practice decoding and review past concepts and vocabulary. It helps to develop accuracy and automaticity of word reading.

Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook
- Student Composition Book
- Direct Observation of Daily Work:
 - o Letter-Keyword-Sounds
 - o Tapping
 - o Student Work on Dry Erase Board
 - o Student Work on Letter Board
 - o Student Work on Gel Board
 - o Marking

Other Evidence:

- Assessment of Student Mastery
 - o Unit Tests
 - o Dictation (Day 5 Check-up)

Grade 3 Foundations

<ul style="list-style-type: none"> o Scooping • Handwriting • Dictation • Letter Sound Correspondence • Spelling • Punctuation and Capitalization • Questioning to Guide Student Learning and Mastery • Student Collaboration • Independent Application of Skills in Reading and Writing 	
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Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1 Day 1 in Foundations

Drill Sounds/Warm-Up –

Arrange Standard Sound Cards on chart as displayed on page T473. Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T476

Introduce New Concepts –

- **Introduce /ò/ Sound (au, aw)**
Introduce the Large Sound Cards, and explain that these vowel combinations will be in double vowel syllables. Using Standard Sound Cards, build and tap several words for practice.
T476

Teach Trick Words –

Complete following the Learning Activity procedures. (*August, laugh, daughter*) T477

Storytime –

- **The Sock Mystery**
Students read scooped story silently, discuss title and make predictions. Teacher reads story, modeling phrasing and fluency. Read paragraph by paragraph, stopping to help students ‘make a movie’ in their heads. Draw simple sketches on chart paper, representing main events in the text. Use the pictures to retell the story.
T477

Week 1 Day 2 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.

Resources:

Week 1 Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Unit Word Resource List
- Vowel Teams Poster
- Syllable Frames

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Chart Paper

Week 1 Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards

Grade 3 Foundations

- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Suffixes**
4-5 Suffixes T478

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Double Vowel Syllable, **au** sound
- **Make Words**
- **Student Notebook Entry** (*launch*) T478

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T479

Introduce New Concepts –

- **Teach Echo/Find Words**
When there are spelling options, use a blank card to represent the unknown letter(s). Use a dictionary to check for correctness. Dictate several other words for students to spell.
- T479

Week 1 Day 3 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds T480

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Double Vowel Syllable, **aw** sound
- **Make Words**
- **Student Notebook Entry** (*dawn*) T480

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- Unit Sounds
- Unit Words
- Trick Words
- Sentence T481

- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Standard Sound Cards
- Letter Board
- Magnetic Letter Tiles
- Unit Word Resource List
- Student Notebook

Week 1 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- R-Controlled Vowels
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Grade 3 Foundations

Storytime –

- **The Sock Mystery**

Have a student retell the story, using the illustrations on the chart paper, if needed. Ask comprehension questions that require students to read the text closely, ask students where, in the text, they found the answer. T481

Week 1 Day 4 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**

New or challenging sounds.

- **Standard Sound Cards**

All vowels, new or challenging sounds, 4-5 other consonants.

- **Suffixes**

4-5 Suffixes T482

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T482

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**

- **Unit Words**

- **Trick Words**

- **Sentence** T483

Week 1 Day 5 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**

New or challenging sounds.

- **Standard Sound Cards**

All vowels, new or challenging sounds, 4-5 other consonants.

- **Trick Word Drill**

Introduced, but not mastered, Trick Words. T484

Word Talk –

Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**

- **Display Words**

Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T484

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Chart Paper With Illustrations

Week 1 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Suffix Frame
- Echo and/or Baby Echo
 - o used throughout lesson

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

Week 1 Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Suffix Frame
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Grade 3 Foundations

Unit 16

Unit Test

Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds, words, and sentences. Have students repeat and then write independently. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them.

- **Dictate Sounds**
Dictate sounds. Students repeat, then write the letter individually.
- **Dictate Words**
Dictate words. Students repeat, then write the word individually.
- **Dictate Trick Words**
Dictate words, Students repeat, then write the word individually.

Students Do The Following to Above Words

Scoop and mark syllable types and vowel sounds.
Circle suffixes.

Dictate Sentences

Dictate words, Students repeat, then write the sentence individually.
Lastly, have students scoop sentences to phrase them. T485

If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill.

Track scores with the Unit Test Tracker (PLC).

Unit 16

- Composition Book
- Unit Test Tracker (PLC)

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)	Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)	Remind students to use visual resources	Remind students to use visual resources
Students think of synonyms, antonyms, or multiple meanings for a word	Students think of synonyms, antonyms, or multiple meanings for a word	Be aware of a student's trouble spots	Be aware of a student's trouble spots
During dictation, dictate a challenge sentence	During dictation, dictate a challenge sentence	Assist by helping students tap or modify by tapping fingers on table	Assist by helping students tap or modify by tapping fingers on table
During dictation, students rewrite sentence turning statements into questions or questions into statements	During dictation, students rewrite sentence turning statements into questions or questions into statements	During dictation, check that students have recalled the word/sentence correctly	During dictation, check that students have recalled the word/sentence correctly
		Select a drill sound warm-up leader.	Select a drill sound warm-up leader.
		Use Unit Resources to make additional word practice	Use Unit Resources to make additional word practice

Grade 3 Foundations

		Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation	Supplemental Lesson: Echo/Letter Formation & Sky Write/Letter Formation
		Double-dose lesson during WIN period (if meets eligibility criteria)	Double-dose lesson during WIN period (if meets eligibility criteria)

Unit Title: Unit 17 – Level 2 Foundations

Stage 1: Desired Results

Standards & Indicators:

NJSLS ELA Reading

- **RL.CR.2.1.** - Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* in a literary text to demonstrate understanding of key details in a text.
- **RL.IT.2.3.** - Describe how characters in a story respond to major events and challenges using key details within a text.
- **RL.TS.2.4.** - Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections..
- **RL.PP.2.5.** -Acknowledge differences in the point of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **RL.MF. 2.6.** - With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting or plot.

NJSLS ELA Foundational Skills

- **L.RF.2.3.** - Know and apply grade-level phonics and word analysis skills in decoding words.
- **L.RF.2.3.A.** - Know spelling-sound correspondences for common vowel teams.
- **L.RF.2.3.B.** - Decode regularly spelled two-syllable words with long vowels
- **L.RF.2.3.C.** - Decode words with common prefixes and suffixes.
- **L.RF.2.3.D.** - Identify words with inconsistent but common spelling-sound correspondences
- **L.RF.2.3.E.** - Recognize and read grade-appropriate irregularly spelled words.
- **L.RF.2.4.** - Read with sufficient accuracy and fluency to support comprehension.
- **L.RF.2.4.A.** - Read grade-level text with purpose and understanding.
- **L.RF.2.4.B.** - Read grade-level text orally with accuracy, appropriate rate, and expression.
- **L.RF.2.4.C.** - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

NJSLS ELA Speaking and Listening

- **SL.PE.2.1.** - Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **SL.PE.2.1.A** - Follow agreed-upon norms for discussion (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.PE.2.1.b.** - Build on others' talk in conversations by linking their explicit comments to the remarks of others.
- **SL.PE.2.1.c.** - Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **SL.II.2.2.** - Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **SL.ES.2.3.** - Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
- **S.PI.2.4.** - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Grade 3 Foundations

- **SL.AS.2.6** - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification

NJSLS ELA Language

- **L.WF.2.1** - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.WF.2.1.A**- Write legibly and with sufficient to support fluency composition.
- **L.WF.2.1.B**- Write the most common graphemes (letters or letter groups) for each phoneme.
- **L.WF.2.2**- Demonstrate command of the conventions of encoding and spelling
- **L.WF.2.2.A**- Regular, single-syllable words that include:
 - i. Position- based patterns (ch,-tch; k, -ck; -ge, -dge).
 - ii. Complex consonant blends (scr, str, squ).
 - iii. Less common vowel teams for long vowels (scr, str, squ).
 - iv. Vowel-r combinations (turn, star, third, four/for).
 - v. Contractions (we'll; i'm; they've; don't).
 - vi. Homophones (bear, bare; past, passed).
 - vii. Plurals and possessives (its, it's).
- **L.WF.2.2.B**- Regular two- and three- syllable words that:
 - i. Combine closed, open, vowel team, vowel -r and CVe syllables (compete;robot;violet;understand).
 - ii. Are compounds comprising familiar parts (houseboat; yellowtail).
 - iii. Include the most common prefixes and derivational suffixes (un,re,en; -ful, -ment, -less).
- **L.WF.2.2.C**- Words with suffixes that require:
 - i. Consonant doubling (penning, slimmed).
 - ii. Dropping silent-e (smiled, paving).
- **L.WF.2.2.D**- Most often used words in English:
 - i. Irregular words (against, many, enough, does).
 - ii. Pattern-based words (which, kind, have).
- **L.WF.2.3**- Demonstrate command and use of conventions of writing including those listed under grade one foundational skills
- **L.WF.2.3.A**- With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary
- **L.WF.2.3.B**- Capitalize holidays, product names and geographic names
- **L.WF.2.3.C**- Supply adjectives in noun phrases to make them more precise or engaging
- **L.WF.2.3.D**- Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present and future tenses
- **L.WF.2.3.E**- Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list
- **L.WF.2.3.F**- Use an apostrophe to form contractions and frequently occurring possessives
- **L.WF.2.3.G**- With assistance, link sentences into a simple, cohesive paragraph with a main idea
- **L.KL.2.1**- Use knowledge of language and its conventions when writing, speaking, reading or listening
- **L.KL.2.1.A**- Use words and phrases acquired through conversations, reading and being read to, and responding to texts
- **L.KL.2.B**- Compare formal and informal uses of English
- **L.VL.2.2**- Determining 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
- **L.VL.2.2.A**- Use sentence level context as a clue to the meaning of a word or phrase
- **L.VL.2.2.B**- Determine the meaning of the new word when formed when a known prefix is added to a known word (e.g., happy/unhappy. tell/retell)
- **L.VL.2.2.C**- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional)
- **L.VL.2.2.D**- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly, bookshelf, notebook, bookmark)
- **L.VL.2.2.E**- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases
- **L.VI.2.3**- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

Grade 3 Foundations

- **L.VI.2.3.A-** Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
- **L.VI.2.3.B-** Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- **L.VI.2.3.C-** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

NJSLS Career Readiness, Life Literacies, and Key Skills

- **9.1.2.CR.1** - Recognize ways to volunteer in the classroom, school and community.

Central Idea / Enduring Understanding:

Students will...

- Identify parts of words (syllables, basewords, and suffixes).
- Identify all six syllable types (closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, and consonant-le).
- Distinguish long and short vowels when reading regularly spelled one-syllable words.
- Read and spell words with short vowels.
- Read and spell words with long vowels in vowel-consonant-e and open syllables.
- Read and spell words with r-controlled vowels.
- Read and spell words with vowel teams.
- Read and spell words with unexpected vowel sounds.
- Read and spell words with suffixes.
- Read and spell words with common prefixes.
- Read and spell phonetically regular one-, two-, and three-syllable words.
- Read and spell the first 200 high-frequency words including irregular words.
- Divide multisyllabic words.
- Produce complete sentences.
- Know some multiple-meaning words.
- Apply dictionary skills.
- Spell words with options for the grapheme representation for sounds with the use of a spell checker or dictionary.
- Apply correct punctuation.
- Apply capitalization rules.
- Read controlled stories with fluency, expression, and understanding.
- Read approximately 90 words per minute with fluency and understanding.
- Retell short narrative stories, recounting key ideas and details.
- Make judgments and predictions from given facts.
- Use sentence level context as a clue to the meaning of a word or phrase.
- Use knowledge of the meaning of individual words to predict the meaning of a compound word.
- Identify real life connections between words and their use (e.g., Answer who, what, where, when, why and how questions with narrative and informational texts).
- Describe how characters in a story respond to major events and challenges.
- Determine the central message of a story.

Essential/Guiding Question:

- What is a syllable type and how can it help us to read unfamiliar words?
- How do syllable types change vowel sounds?
- How do we decide on which spelling options to use?
- How do I know how to phrase my words when reading?
- Why do I have to pay attention to punctuation and capitalization when writing and reading?

Grade 3 Foundations

<ul style="list-style-type: none">Identify the main topic/purpose of an informational text as well as the focus of specific paragraphs.	
<p>Content: Big Idea: Focus on the consonant-le syllable.</p> <p>Learning Activity Overview:</p> <ol style="list-style-type: none">Dictation/Sounds: Students write the letter(s) that correspond to a dictated sound. This activity supports the development of alphabetical principle and helps students solidify both sound-symbol correspondence and letter formation.Dictation/Words (Single Syllable Words): Students segment sounds and spell words. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.Dictation/Words (Multisyllabic Words): Students segment sounds and spell words dealing with one syllable at a time. This activity helps students develop independent spelling and reinforces their understanding of word structure by marking up the word.Dictation Words (Spelling Option): When teaching words with multiple spellings of the same sound, reinforce the spelling option procedure.Dictation Sentences: Students independently write a sentence from dictation. This helps students develop their auditory memory for words and develops their proofreading skills with guidance.Dictation/Trick Words: Students practice the spelling of high-frequency words.Drill Sounds/Warm-Up: Every lesson starts with a quick warm-up drill. Students must memorize the letter-keyword sound. It also includes flashcard reading of trick words.Echo/Find Letters: Students reinforce their skill of matching a letter to a given sound. This activity helps to solidify sound-symbol correspondence and sets the foundation for spelling.Echo/Find Words (Single Syllable Words): Students segment sounds and identify the letter(s) that go with each segmented sound. Segmenting is done with finger tapping.	<p>Skills(Objectives):</p> <ul style="list-style-type: none">Consonant-le syllable typeSpelling consonant-le wordsReview of all 6 syllable typesTrick Words: trouble, couple, youngSample Words: gobble, tumble, noble

Grade 3 Foundations

<p>10. Echo/Find Words (Multisyllabic Words): Students learn to break words into syllables and spell one syllable at a time helping them with the task of spelling longer words.</p> <p>11. Echo/Find Words (Spelling Option): Students learn to spell words with multiple spellings of the same sound.</p> <p>12. Make it Fun: Designed to reinforce the unit concepts or review previously taught concepts with a game activity.</p> <p>13. Storytime: Involves listening and reading activities with narrative and informational text. This activity helps develop awareness of print, understanding of story structure, cohesion of story events, visualization, auditory and reading comprehension, and retelling of the story or facts. Students also focus on vocabulary, punctuation, and reading fluency.</p> <p>14. Trick Words: Students learn non-phonetic words using gross motor memory.</p> <p>15. Word of the Day: Helps students to review word structure taught in the current unit and to discuss a vocabulary word from the unit.</p> <p>16. Word Talk: Designed to practice decoding and review past concepts and vocabulary. It helps to develop accuracy and automaticity of word reading.</p>	
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Stage 2: Assessment Evidence

Performance Task(s):

- Student Notebook
- Student Composition Book
- Direct Observation of Daily Work:
 - o Letter-Keyword-Sounds
 - o Tapping
 - o Student Work on Dry Erase Board
 - o Student Work on Letter Board
 - o Student Work on Gel Board
 - o Marking
 - o Scooping
- Handwriting
- Dictation
- Letter Sound Correspondence
- Spelling
- Punctuation and Capitalization
- Questioning to Guide Student Learning and Mastery
- Student Collaboration
- Independent Application of Skills in Reading and Writing

Other Evidence:

- Assessment of Student Mastery
 - o Unit Tests
 - o Dictation (Day 5 Check-up)

Grade 3 Foundations

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Week 1 Day 1 in Foundations

Drill Sounds/Warm-Up –

Arrange Standard Sound Cards on chart as displayed on page T491. Complete the following Learning Activity procedures.

- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T494

Introduce New Concepts –

- **Introduce Consonant-LE Syllable Type**
Discuss previously taught syllable types by using Standard Sound Cards to make an example of each. Have students read and mark. Introduce the consonant-le syllable type. Continue to build and tap several words for practice. T494-495

Teach Trick Words –

Complete following the Learning Activity procedures. (*trouble, couple, young*) T495

Week 1 Day 2 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Suffixes**
4-5 Suffixes T496

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Syllable Division and the consonant-le syllable
- **Make Words**
- **Student Notebook Entry** (*fable*) T496

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T497

Resources:

Week 1 Day 1 in Foundations

- Standard Sound Cards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Unit Word Resource List
- Syllable Frames

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

Week 1 Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Suffix Frame
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

Grade 3 Foundations

Introduce New Concepts –

Students use their Magnetic Letter Tiles and Letter Board to practice spelling words with the consonant-le syllable. Dictate a word, students echo and break it into syllables. Dictate several words ending in **-le** for students to spell. T497

Week 1 Day 3 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds
- **Suffixes**
4-5 Suffixes T498

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Syllable Division and the consonant-le syllable
- **Make Words**
- **Student Notebook Entry** (*pebble*) T498

Make It Fun –

- **That's Nonsense!**
Write a list of pseudo-word on the board. Students chorally read the list, select a student to come to the board and circle one. Students build the word, dictate another word and have students change letters to build it. T499

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T499

Week 1 Day 4 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds T500

- Standard Sound Cards
- Letter Board
- Magnetic Letter Tiles
- Unit Word Resource List
- Student Notebook

Week 1 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- R-Controlled Vowels
- Vowel Teams Poster
- Suffix Frame
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Standard Sound Cards
- Pseudo-Word List (T499)
- Letter Boards
- Magnetic Letter Tiles

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Week 1 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - o used throughout lesson

Grade 3 Foundations

Storytime –

- **Aunts and Uncles**

Students read scooped story silently, discuss title and make predictions. Teacher reads story, modeling phrasing and fluency. Stop at each paragraph to discuss story, vocabulary and events. Refer to the wording of text to explain vocabulary. T500

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T501

Week 1 Day 5 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
- **Suffixes**
4-5 Suffixes T502

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T502

Word Talk –

Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
- **Display Words**
Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T503

Dictation (Day 5 Check-Up) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Review Words**
- **Current Words**
- **Trick Words**
- **Sentence** T503

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

Week 1 Day 5 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Suffix Frame
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

- Sentence Frames
- Unit Resource Lists
- Composition Books

Grade 3 Foundations

Week 2 Day 1 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds T504

Introduce New Concepts –

- **Teach CKLE**
Introduce and teach syllable division with the letters ckle in a closed syllable.
- **Spell /k/ Words**
Dictate words with /k/, remind students when **ck** and **k** are used.
- **Spell Consonant-le Syllables With Suffixes**
Dictate consonant-le words with suffixes. Students spell. T504-505

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T505

Storytime –

- **Aunts and Uncles**
Ask students what they remember about the text. Read paragraph by paragraph, stopping to help students 'make a movie' in their heads. Draw simple sketches on chart paper, representing main events in the text. Use the pictures to retell the story. T505

Week 2 Day 2 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Trick Word Drill**
Introduced, but not mastered, Trick Words. T506

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**

Week 2 Day 1 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
o used throughout lesson

- Letter Board
- Magnetic Letter Tiles
- Standard Sound Cards
- Unit Word Resource List

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Chart Paper

Week 2 Day 2 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
o used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List

Grade 3 Foundations

- **Make Words**
- **Student Notebook Entry** (*tackle*) T506

Storytime –

- **Aunts and Uncles**
Have a student retell the story, using the illustrations on the chart paper, if needed. Ask comprehension questions that require students to read the text closely, ask students where, in the text, they found the answer. List all words with consonant-le syllable. T507

Dictation (Dry Erase) –

Complete following the Learning Activity procedures.

- Unit Sounds
- Unit Words
- Trick Words
- Sentence T507

Week 2 Day 3 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Trick Word Drill**
Introduced, but not mastered, Trick Words.
- **R-Controlled Vowels and Vowel Teams Poster**
Introduced sounds T508

Make It Fun –

- Look What I Found!**
 Divide class into groups of 3 or 4, distribute “I found” cards. As students turn cards over, they read the “Who can find...?” side. Other students check their cards, looking for a match. T508

Echo/Find Letters And Words –

Dictate a sound, students echo and pull down the appropriate

Magnetic Letter Tiles

- **Echo/Find Words**
Dictate several words with **–le syllables** as well as words with suffix endings. Students say, then build the word.
Complete Student Notebook entry. T509

Storytime –

- **Aunts and Uncles**
Students read the story silently, then work on fluent reading by reading it chorally, taking turns reading, or reading in pairs. T509

- Large Writing Grid
- Student Notebook

- Projected Phrased Story (PLC)
- Student Copies of Phrased Story
- Chart Paper With Illustrations

- Unit Resource Lists
- Large Writing Grid
- Dry Erase Writing Tablets, Markers, Erasers
- Sentence Frames
- Student Notebook

Week 2 Day 3 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Trick Word Flashcards
- R-Controlled Vowels Poster
- Vowel Teams Poster
- Echo and/or Baby Echo
 - used throughout lesson

- Look What I Found Activity Sheets (PLC)

- Standard Sound Cards
- Letter Board
- Magnetic Letter Tiles
- Unit Word Resource List
- Student Notebook

- Student Copies of Phrased Story

Grade 3 Foundations

Week 2 Day 4 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Large Sound Cards**
New or challenging sounds.
- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Suffixes**
4-5 Suffixes T510

Word of the Day –

Complete following the Learning Activity procedures.

- **Review Concepts**
Syllable division with the consonant-le syllable
- **Make Words**
- **Student Notebook Entry** (*handle*) T510

Trick Word Practice –

Display Trick Word Flashcard, discuss the word. Write the word on board. Students sky write word twice, saying each letter as they write it, and write word on gel word board. Add new trick words to Student Notebook. (*current trick word, 1-2 review trick words*) T511

Dictation (Composition Book) –

Complete following the Learning Activity procedures.

- **Unit Sounds**
- **Unit Words**
- **Trick Words**
- **Sentence** T511

Week 2 Day 5 in Foundations

Drill Sounds/Warm-Up –

Complete the following Learning Activity procedures.

- **Standard Sound Cards**
All vowels, new or challenging sounds, 4-5 other consonants.
- **Trick Word Drill**
Introduced, but not mastered, Trick Words. T512

Word Talk –

Complete following the Learning Activity procedures.

- **Read Word of the Day Cards Practice Pack**
- **Display Words**
Put selected word cards in pocket chart. Ask questions about meaning and structure, students mark words. T512

Unit 17

Unit Test

Have students find the Unit Test pages located at the end of their Composition Books. Dictate the sounds, words, and sentences.

Week 2 Day 4 in Foundations

- Large Sound Cards
- Standard Sound Cards
- Suffix Frame
- Echo and/or Baby Echo
 - o used throughout lesson

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

- Trick Word Flashcards
- Large Writing Grid
- Gel Board with Magic Pen
- Student Notebook

- Unit Word of the Day Cards
- Unit Word Resource List
- Large Writing Grid
- Student Notebook

Week 2 Day 5 in Foundations

- Standard Sound Cards
- Trick Word Flashcards
- Echo and/or Baby Echo
 - o used throughout lesson

- Standard Sound Cards
- Word of the Day Cards
- Word Resource List

Unit 17

- Composition Book
- Unit Test Tracker (PLC)

Grade 3 Foundations

Have students repeat and then write independently. Students can use their Student Notebooks as reference. Lastly, have students scoop sentences to phrase them.

- **Dictate Sounds**
Dictate sounds. Students repeat, then write the letter individually.
- **Dictate Words**
Dictate words. Students repeat, then write the word individually.
- **Dictate Trick Words**
Dictate words, Students repeat, then write the word individually.

Students Do The Following to Above Words

Scoop and mark syllable types and vowel sounds.
Circle suffixes.

Dictate Sentences

Dictate words, Students repeat, then write the sentence individually.
Lastly, have students scoop sentences to phrase them. T513

If a student does not score at least 80% on any given item, this student will need additional assistance with the assessed skill.

Track scores with the Unit Test Tracker (PLC).

Differentiation *Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
<p>Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</p> <p>Students think of synonyms, antonyms, or multiple meanings for a word</p> <p>During dictation, dictate a challenge sentence</p> <p>During dictation, students rewrite sentence turning statements into questions or questions into statements</p>	<p>Ask challenging questions (e.g., what do you know about that sound? What is a word that begins with that sound? Etc.)</p> <p>Students think of synonyms, antonyms, or multiple meanings for a word</p> <p>During dictation, dictate a challenge sentence</p> <p>During dictation, students rewrite sentence turning statements into questions or questions into statements</p>	<p>Remind students to use visual resources</p> <p>Be aware of a student's trouble spots</p> <p>Assist by helping students tap or modify by tapping fingers on table</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Select a drill sound warm-up leader.</p> <p>Use Unit Resources to make additional word practice</p> <p>Supplemental Lesson: Echo/Letter Formation & Sky</p>	<p>Remind students to use visual resources</p> <p>Be aware of a student's trouble spots</p> <p>Assist by helping students tap or modify by tapping fingers on table</p> <p>During dictation, check that students have recalled the word/sentence correctly</p> <p>Select a drill sound warm-up leader.</p> <p>Use Unit Resources to make additional word practice</p> <p>Supplemental Lesson: Echo/Letter Formation & Sky</p>

Grade 3 Foundations

		Write/Letter Formation Double-dose lesson during WIN period (if meets eligibility criteria)	Write/Letter Formation Double-dose lesson during WIN period (if meets eligibility criteria)
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Fundations Pacing Guide

Grade 3

Marking Period	Units	Unit Total*	Cumulative Total**
MP 1	Unit 1	10 days	10 days
MP 1	Unit 2	10 days	20 days
MP 1	Unit 3	5 days	25 days
MP 1	Unit 4	10 days	35 days
MP 1	Unit 5	10 days	45 days
MP 1	FLEX DAYS	7 days	52 days
MP 2	Unit 6	10 days	62 days
MP 2	Unit 7	15 days	77 days
MP 2	Unit 8	5 days	82 days
MP 2	Unit 9	10 days	92 days
MP 2	FLEX DAYS	6 days	98 days
MP 2-3	Unit 10	10 days	108 days
MP 3	Unit 11	10 days	118days
MP 3	Unit 12	5 days	123 days
MP 3	Unit 13	10 days	133 days

Grade 3 Foundations

MP 3	Unit 14	10 days	143 days
MP 3	FLEX DAYS	6 days	149 days
MP 3-4	Unit 15	10 days	159 days
MP 4	Unit 16	5 days	164 days
MP 4	Unit 17	10 days	174 days
MP 4	FLEX DAYS	6 days	180 days

FLEX Days: May be used for school-based events.

Assessment: Administer the Foundations Unit Assessments and Re-Tests as needed. All scores must be entered in the Foundations Unit Test Tracker.

Foundations Lessons are to take priority in the literacy block; the 30 minute daily lesson is to be taught everyday.

*Unit Total is inclusive of orientation and instruction for that particular unit **Cumulative Total is a running total, inclusive of prior and current units.