<table>
<thead>
<tr>
<th>Concept</th>
<th>Learning Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Develop phonemic awareness</td>
<td>1. Identify consonants and vowels</td>
</tr>
<tr>
<td></td>
<td>2. Identify welds, digraphs, blends, syllables, and suffixes</td>
</tr>
<tr>
<td></td>
<td>3. Identify patterns in words</td>
</tr>
</tbody>
</table>

**Alignments**

CCSS: 2.RF.3  
Performance: 2.2  
Knowledge: (CA) 2,3  
NETS: N/A  
DOK: 2

**Instructional Strategies**

- Model how to use finger tapping to learn sound dictation  
- Oral recitation of phonemes  
- Guided practice of phonemes to words using:  
  - whiteboards  
  - sound cards  
  - magnetic boards

**Assessments/Evaluations**

- Teacher:  
  - observation  
  - created:  
    - dictation  
    - quizzes  
    - tests  
    - and student charting
**Technical Reading**

### Sample Assessment Questions

- Break the word “assassinate” into syllables and correctly decode the word

### Instructional Resources/Tools

- Sound cards
- Word cards
- Wordlist reading
- Sentence reading

### Literacy Connections

- Know and apply grade-level phonics and word analysis skills in decoding words
  a. Distinguish long and short vowels when reading regularly spelled one-syllable words
  b. Know spelling-sound correspondences for additional common vowel teams
  c. Decode regularly spelled two-syllable words with long vowels
  d. Decode words with common prefixes and suffixes
  e. Identify words with inconsistent but common spelling-sound correspondences
  f. Recognize and read grade-appropriate irregularly spelled words

### Cross Curricular Connections

- Communications
- Functional Reading
- English I-IV
### Technical Reading

<table>
<thead>
<tr>
<th>Strand</th>
<th>Reading</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Develop and Apply Skills and Strategies to the Reading Process</td>
</tr>
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</table>

#### Concept

B. Enhance decoding skills

#### Learning Targets

1. 
   - Demonstrate decoding skills through oral recitation
   - Recognize and analyze a printed word

#### Alignments

<table>
<thead>
<tr>
<th>CCSS:</th>
<th>2.RF.3</th>
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<tbody>
<tr>
<td>Performance:</td>
<td>2.2</td>
</tr>
<tr>
<td>Knowledge:</td>
<td>(CA) 2,3</td>
</tr>
<tr>
<td>NETS:</td>
<td>N/A</td>
</tr>
<tr>
<td>DOK:</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Instructional Strategies

- Guided practice of written work
- Dictation to include:
  - sounds
  - welds
  - sentences

#### Assessments/Evaluations

- Teacher:
  - observation
  - created:
    - quizzes
    - dictation
  - and student charting

#### Sample Assessment Questions

- Read the word destructive aloud demonstrating decoding skills
### Instructional Resources/Tools
- Sound cards
- Word cards
- Wordlist reading
- Sentence reading

### Literacy Connections
- Know and apply grade-level phonics and word analysis skills in decoding words
  a. Distinguish long and short vowels when reading regularly spelled one-syllable words
  b. Know spelling-sound correspondences for additional common vowel teams
  c. Decode regularly spelled two-syllable words with long vowels
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### Cross Curricular Connections
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- Functional Reading
- English I-IV
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<th>Strand</th>
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<tr>
<td>Big Idea</td>
<td>Compose Well-Developed Text</td>
</tr>
</tbody>
</table>

**Concept**

C. Improve accuracy of encoding (spelling) and patterns in information

**Learning Targets**

1. 
   - Demonstrate and connect knowledge of basic spelling rules
   - Apply concepts for proper sound production

**Alignments**

- CCSS: 2.RF.3a-e
- Performance: 1.6, 2.2
- Knowledge: (CA) 1
- NETS: N/A
- DOK: 4

**Instructional Strategies**

- Teach and review concepts for spelling
- Written dictation:
  - sounds
  - words
  - sentences

**Assessments/Evaluations**

- Teacher observation
- Teacher created:
  - dictation
  - quizzes
  - tests

**Sample Assessment Questions**

- Dictate the following sentence: We will promote the development of the product
## Instructional Resources/Tools

- Written dictation
- Whiteboards
- Magnetic journals

## Literacy Connections

- Know and apply grade-level phonics and word analysis skills in decoding words
  a. Distinguish long and short vowels when reading regularly spelled one-syllable words
  b. Know spelling-sound correspondences for additional common vowel teams
  c. Decode regularly spelled two-syllable words with long vowels
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- Functional Reading
- English I-IV
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<tr>
<td>D. Enhance reading fluency</td>
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<thead>
<tr>
<th>Learning Targets</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
</tr>
<tr>
<td>- Recognize words automatically with accuracy</td>
</tr>
<tr>
<td>- Assess ability to chunk words/syllabication</td>
</tr>
<tr>
<td>- Demonstrate oral fluency using prosody</td>
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</table>

<table>
<thead>
<tr>
<th>Alignments</th>
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</thead>
<tbody>
<tr>
<td>CCSS: 2.RF.4</td>
</tr>
<tr>
<td>Performance: 2.2</td>
</tr>
<tr>
<td>Knowledge: (CA) 1</td>
</tr>
<tr>
<td>NETS: N/A</td>
</tr>
<tr>
<td>DOK: 4</td>
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<thead>
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<tbody>
<tr>
<td>• Guided practice of:</td>
</tr>
<tr>
<td>• controlled text passages and/or sentence reading aloud</td>
</tr>
<tr>
<td>• Reader’s Theatre</td>
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<tr>
<th>Assessments/Evaluations</th>
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<tbody>
<tr>
<td>• Teacher observation</td>
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<th>Sample Assessment Questions</th>
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<tr>
<td>• Read the assigned passage silently, then read the passage orally</td>
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<tr>
<th>Instructional Resources/Tools</th>
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<td>• Controlled text passages</td>
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<tr>
<td>• Sentence reading</td>
</tr>
<tr>
<td>• Read aloud</td>
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</table>
Literacy Connections

- Read with sufficient accuracy and fluency to support comprehension
  a. Read on-level text with purpose and understanding
  b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings
  c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Cross Curricular Connections

- Communications
- Functional Reading
- English I-IV
## Technical Reading

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<tr>
<td><strong>Concept</strong></td>
<td>E. Enhance reading comprehension, organize data, and reason inductively and deductively</td>
</tr>
</tbody>
</table>
| **Learning Targets** | 2.  
- Demonstrate understanding through summarizing and retelling  
- Develop vocabulary |

### Alignments
- CCSS: 2.RI.1; 2.RI.2; 2.RI.6  
- Performance: 1.8, 2.1-2.3, 3.5  
- Knowledge: (CA) 2,3,6  
- NETS: N/A  
- DOK: 4

### Instructional Strategies
- Demonstrate listening skills  
- Develop note taking abilities through visualization and/or writing  
- Answer:  
  - who  
  - what  
  - when  
  - where  
  - why questions  
- Infer answers to questions

### Assessments/Evaluations
- Teacher observation  
- Teacher created:  
  - dictation  
  - quizzes  
  - tests
## Sample Assessment Questions

- Infer the age of the main character in the story. Explain your evidence

## Instructional Resources/Tools

- Controlled text passages
- Sentence reading
- Read aloud

## Literacy Connections

- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text
- Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text
- Identify the main purpose of a text, including what the author wants to answer, explain, or describe

## Cross Curricular Connections

- Communications
- Functional Reading
- English I-IV