Unit 2
Teacher Guide

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Skills Strand
GRADE 2

Core Knowledge Language Arts®
New York Edition

Core Knowledge®

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Teacher Guide

Alignment Chart for Unit 2

The following chart demonstrates alignment between the Common Core State Standards and corresponding Core Knowledge Language Arts (CKLA) goals.

Alignment Chart for Unit 2		Lesson															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Reading Standards for Literature: Grade 2																	
Key Ideas and Details																	
STD RL.2.1	Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.																
CKLA Goal(s)	Ask and answer questions (e.g., *who*, *what*, *where*, *when*, *why*, *how*), orally or in writing, requiring literal recall and understanding of the details and/or facts of a fiction text read independently	✓	✓	✓	✓	✓				✓	✓		✓	✓		✓	
STD RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.																
CKLA Goal(s)	Recount fables and folktales read independently, identifying specific features of the genre represented in the story, as well as the central message, lesson, or moral		✓								✓						
STD RL.2.3	Describe how characters in a story respond to major events and challenges.																
CKLA Goal(s)	Describe how characters in a fiction text that has been read independently respond to major events and challenges		✓								✓						
Craft and Structure																	
STD RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.																
CKLA Goal(s)	Describe the following story elements: characters, setting, and plot, including how the beginning introduces the story and the ending concludes the action	✓	✓								✓						
STD RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.																
CKLA Goal(s)	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud				✓	✓				✓			✓	✓		✓	

Alignment Chart for Unit 2

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Integration of Knowledge and Ideas																	
STD RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.																
CKLA Goal(s)	Use information gained from the illustrations and words in a text read independently to demonstrate understanding of its characters, setting, or plot		✓								✓						
Range of Reading and Level of Text Complexity																	
STD RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.																
CKLA Goal(s)	Read and understand decodable text of appropriate complexity for Grades 2–3 that incorporates the specific code knowledge taught	✓	✓								✓						
Reading Standards for Foundational Skills: Grade 2																	
Phonics and Word Recognition																	
STD RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.																
STD RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.																
CKLA Goal(s)	Use knowledge of the letter sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words **Unit 2:** 'a_e' > /ae/; 'ee' > /ee/; 'i_e' > /ie/; 'o_e' > /oe/; 'u_e' > /ue/		✓	✓		✓	✓	✓	✓		✓	✓			✓		
STD RF.2.3c	Decode regularly spelled two-syllable words with long vowels.																
CKLA Goal(s)	Decode two-syllable words with any combination of the following syllable types: closed syllables; magic –e syllables; vowel digraph syllables; r-controlled syllables; open syllables; and consonant –LE syllables		✓			✓											
STD RF.2.3d	Decode words with common prefixes and suffixes.																
CKLA Goal(s)	Read and write words with the following inflectional endings and suffixes: **Unit 2:** –ed, –ing	✓				✓	✓					✓			✓		

Alignment Chart for Unit 2

		Lesson															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
STD RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.																
CKLA Goal(s)	Read the following Tricky Words **Unit 2:** *I*, *you*, *your*, *street*, *my*, *by*, *have*, *all*, *who*, *no*, *go*, *so*, *are*, *were*, *some*, *they*, *their*	✓	✓		✓	✓	✓				✓						
Fluency																	
STD RF.2.4	Read with sufficient accuracy and fluency to support comprehension.																
CKLA Goal(s)	Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension	✓		✓	✓	✓				✓			✓	✓		✓	
STD RF.2.4a	Read grade-level text with purpose and understanding.																
CKLA Goal(s)	Read and understand decodable text that incorporates letter-sound correspondences taught with purpose and understanding	✓		✓	✓	✓				✓			✓	✓		✓	
STD RF.2.4b	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.																
CKLA Goal(s)	Read decodable text that incorporates the letter-sound correspondences taught with increased accuracy, appropriate rate, and expression on successive readings			✓	✓	✓				✓			✓	✓		✓	
STD RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.																
CKLA Goal(s)	Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary			✓	✓	✓				✓			✓	✓		✓	

Alignment Chart for Unit 2

		Lesson															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Writing Standards: Grade 2																	
Text Types and Purposes																	
STD W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.																
CKLA Goal(s)	Plan, draft, and edit opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section												✓	✓	✓		
STD W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.																
CKLA Goal(s)	Plan, draft, and edit a narrative retelling of a fiction text, including a title, setting, characters, and well elaborated events of the story in proper sequence, including details to describe actions, thoughts, and feelings, using temporal words to signal event order, and providing a sense of closure						✓	✓	✓								
Production and Distribution of Writing																	
STD W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.																
CKLA Goal(s)	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing								✓					✓	✓		
STD W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.																
CKLA Goal(s)	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers								✓						✓		

Alignment Chart for Unit 2

	Lesson															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Language Standards: Grade 2																
Conventions of Standard English																
STD L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																
STD L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).																
CKLA Goal(s) Use both regular and irregular past-, present-, and future-tense verbs orally and in own writing	✓	✓			✓	✓					✓	✓	✓	✓		
STD L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.																
CKLA Goal(s) Use adjectives appropriately orally and in own writing		✓									✓	✓	✓			
STD L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).																
CKLA Goal(s) Use and expand complete simple and compound sentences orally and in own writing			✓									✓	✓	✓		
STD L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.																
STD L.2.2a Capitalize holidays, product names, and geographic names.																
CKLA Goal(s) Capitalize holidays, product names, and geographic names								✓								
STD L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.																
CKLA Goal(s) Use an apostrophe to form contractions and frequently occurring possessives		✓									✓			✓		
STD L.2.2d Generalize learned spelling patterns when writing words (e.g., *cage → badge*; *boy → boil*).																
CKLA Goal(s) Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed	✓		✓	✓	✓	✓		✓			✓	✓	✓	✓	✓	
STD L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.																
CKLA Goal(s) Consult the Individual Code Chart and simple dictionaries to check spelling	✓	✓	✓			✓	✓	✓			✓	✓	✓	✓		

Introduction to Unit 2

In the last unit, students read words containing the basic code spellings for the five "short" vowel sounds:

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

This unit is the second of two units, which should be largely review for students who were taught the Core Knowledge Language Arts (CKLA) program last year. In this unit, students will:

- review a number of spellings they learned in Grade 1, with an emphasis on spellings for vowel sounds
- read one- and two-syllable words
- read contractions and provide their noncontracted equivalents
- practice recognizing a number of high-frequency Tricky Words
- read decodable stories in the Unit 2 Reader, *Bedtime Tales*
- begin the Grammar strand, with instruction in the use of quotation marks
- begin instruction in the writing process, with a focus on writing narratives and opinions

Unit Overview

Week One				
Day 1 (Lesson 1)	**Day 2 (Lesson 2)**	**Day 3 (Lesson 3)**	**Day 4 (Lesson 4)**	**Day 5 (Lesson 5)**
Introduce Spelling Words and Review Family Letter (10 min.)	Contraction Review (5 min.)	Scrambled Sentences (5 min.)	Contraction Review (10 min.)	Student Spelling Assessment (15 min.)
Review of Basic Code Spellings (15 min.)	Review of Basic Code Spellings (15 min.)	Review of Basic Code Spellings (15 min.)	Tricky Word Cards (5 min.)	Review of Basic Code Spellings (15 min.)
Pop-Out Chaining (15 min.)	Pop-Out Chaining (10 min.)	Pop-Out Chaining (10 min.)	Review of Quotation Marks (20 min.)	Basic Code Spelling (10 min.)
Tricky Word Cards (5 min.)	Reading Two-Syllable Words (5 min.)	Close Reading: "The Milk" (30 min.)	Quotation Marks (10 min.)	Tricky Word Cards (5 min.)
Whole Group: "Mike's Bedtime" (15 min.)	Tricky Word Cards (5 min.)		Small Group: "The Jumping Frog" (15 min.)	Small Group: "The Frog Race" (15 min.)
	Partner Reading: "The Milk" (20 min.)			
60 min.	60 min.	60 min.	60 min.	60 min.

Week Two				
Day 6 (Lesson 6)	**Day 7 (Lesson 7)**	**Day 8 (Lesson 8)**	**Day 9 (Lesson 9)**	**Day 10 (Lesson 10)**
Introduce Spelling Words and Review Family Letter (15 min.)	Vowel Code Flip Book Review (5 min.)	Vowel Code Flip Book Review (5 min.)	Quotation Marks (5 min.)	Student Spelling Assessment (15 min.)
Tricky Word Cards (10 min.)	Review of Basic Code Spellings and Spelling Alternatives (20 min.)	Review of Basic Code Spellings and Spelling Alternatives (15 min.)	Quotation Marks (15 min.)	Tricky Word Cards (5 min.)
Fictional Narratives (35 min.)	Writing a Draft as a Class (35 min.)	Board Chaining (5 min.)	Whole Group (Close Reading): "The Hare and the Hedgehog" (20 min.)	Basic Code Spelling Review (20 min.)
		Editing a Draft as a Class (35 min.)	Small Group: Remediation and Practice (20 min.)	Partner Reading: "How the Hedgehog Tricked the Hare" (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Three				
Day 11 (Lesson 11)	**Day 12 (Lesson 12)**	**Day 13 (Lesson 13)**	**Day 14 (Lesson 14)**	**Day 15 (Lesson 15)**
Introduce Spelling Words (15 min.)	Writing a Narrative Book Report: Making a Draft (40 min.)	Editing a Narrative Book Report (20 min.)	Sounds and Spellings Review (10 min.)	Student Spelling Assessment (15 min.)
Basic Code Review (20 min.)	Whole Group (Close Reading): "The Pancake, Part I" (20 min.)	Partner Reading: "The Pancake, Part II" (30 min.)	Antonyms Review (10 min.)	Whole Group: "The Panther" (20 min.)
Quotation Marks (15 min.)		Antonyms (10 min.)	Editing and Writing a Final Copy (40 min.)	Remediation and Practice (25 min.)
Take-Home Material (10 min.)				
60 min.	60 min.	60 min.	60 min.	60 min.

Week Four
Day 16 (Lesson 16)
Student Performance Task Assessment: Dictation Identification (10 min.)
Student Performance Task Assessment: Comprehension (20 min.)
Student Performance Task Assessment: Words Correct Per Minute (30 min.)
60 min.

Vowel Spellings and Sounds

In this unit students will review 16 additional letter-sound correspondences:

- 'a_e' > /ae/ (*cake*)
- 'ee' > /ee/ (*bee*)
- 'i_e' > /ie/ (*bite*)
- 'o_e' > /oe/ (*home*)
- 'u_e' > /ue/ (*cute*)
- 'e_e' > /ee/ (*Pete*)
- 'ea' > /ee/ (*beach*)
- 'oo' > /oo/ (*soon*)
- 'oo' > /oo/ (*look*)
- 'ou' > /ou/ (*shout*)
- 'ow' > /ou/ (*now*)
- 'oi' > /oi/ (*oil*)
- 'oy' > /oi/ (*toy*)
- 'er' > /er/ (*her*)
- 'or' > /or/ (*for*)
- 'ar' > /ar/ (*car*)

The spellings are listed in the order in which they are reviewed and/or introduced. For students who were in CKLA last year, these will be a review. For each spelling you review, you will add a Spelling Card to one of the Code Flip Books.

Students will also encounter two-syllable words with these spellings. It is important for students to understand how to chunk multi-syllable words into smaller segments that can be decoded. Please refer to Appendix B for more detailed information.

Additional background information for teachers on these letter-sound correspondences is included later in this Introduction. The *Scope and Sequence* presents an overview of the depth of material covered in Grade 2 and is located in Appendix A.

Tricky Words

During this unit, students will review the Tricky Words *I*, *you*, *your*, *street*, *my*, *by*, *have*, *all*, *who*, *no*, *so*, *go*, *are*, *were*, *they*, *their*, and *some*. When introducing these words, point out which parts of each word are regular and can be blended and which parts are not regular and simply must be remembered.

Some of the words presented as Tricky Words are actually part of spelling patterns that will be reviewed later in this grade and are also covered in the second half of the curriculum for Grade 1. For example, *my* and *by* are examples of /ie/ spelled 'y', a spelling that will be reviewed in Unit 4. Students who had this program in Grade 1 and completed Unit 7 should already know that 'y' is a spelling for /ie/. They may be puzzled to see *my*

and *by* introduced as Tricky Words. They may even tell you that these are not Tricky Words because 'y' is a spelling for /ie/. If this happens, it is a good thing. It means these students really know the spelling code (and did not forget it over the summer). Tell students that they are right, 'y' is a spelling for /ie/, and you will be reviewing this spelling a little later. Explain that *my* and *by* are not tricky if you know 'y' is a spelling alternative for /ie/, but those words are tricky for any student who has not yet learned that alternative. Since you cannot be sure everybody knows it, you are going to treat these words as tricky until you teach that spelling pattern.

Reader: *Bedtime Tales*

Inside the back cover of each Reader you will find the CKLA Code Load Emblem. It is pictured to the left. The Code Load Emblem lets you know, at a glance, how many spellings students are expected to know in order to read the first story and the number of spellings students need to know to read the final story.

The reader for this unit is *Bedtime Tales*. In it, a father shares bedtime stories with his son and daughter. This Reader explores two fiction genres: fables and trickster stories. Students will enjoy reading the new tales that Dad tells Mike each night in an effort to get Mike to go to bed. Students will most likely identify with Mike's reluctance to go to bed on time.

We will focus on the following literary features of these fictional genres: clever characters, setting, and plot, as well as morals (fables).

Close Reading

With the adoption of the Common Core State Standards, increasing attention has been focused on the practice of Close Reading. At the Grade 2 reading level, we continue our focus on text dependent questions. Starting with this unit, we will also include direction for teachers to utilize a close reading approach with several stories from the Reader. We have crafted these lessons carefully to focus the student on the text itself and precisely what meanings can be derived from close examination of said text. If you wish to read more about Close Reading or compose some Close Reading lessons of your own, please visit this web site: http://www.achievethecore.org

We will start gradually with lessons in this unit introducing the close reading approach. Close Reading lessons will intensify as the units progress.

Additionally, you will note that wherever these lessons occur, (Lessons 3, 9, and 12 of this unit) our commitment to placing decodable text in the Reader and Workbook does not waiver. You will find the Close Reading Lessons occurring about once a week. Please note, some weeks where writing or assessment are the focus, there may not be sufficient time available to conduct a Close Reading Lesson.

Grammar

In this unit, we begin Grammar instruction that continues throughout the year. In our first Grammar lessons, we will review and practice the use of end punctuation and quotation marks, as well as capitalization of the first word of a sentence. Students who were taught using CKLA in Grade 1 should remember this information.

Writing

In this unit, we will begin our writing lessons by first retelling a fable, "The Milk," and then writing a book report on "The Hare and the Hedgehog." Narrative writing activities are presented in carefully scaffolded steps. Students will review how to plan, draft, and edit, incorporating the key features of narrative writing: character(s), setting, and plot.

We will also introduce a friendly little fictional character named Mr. Mowse who leaves pieces of writing in the classroom from time to time to share with students. Students who used CKLA Grade 1 materials will be familiar with Mr. Mowse. We hope students will enjoy the introduction of this bit of whimsy into the writing process.

Students should be able to produce a plausible spelling or spelling alternative for nearly every sound in any word they want to wre. Plausible but not dictionary-correct spellings—like *hunnee* for *honey* and *wate* for *wait*—should be given credit at this point, though they can also be corrected if written work is being prepared for "publication." Additionally, students should be held accountable for spellings that have been taught.

Student Portfolios

Writing is one of the more tangible places to help students gauge their own progress. Students enjoy looking back at their writing from time to time throughout the year to see how much they have grown as writers. For this reason, we suggest you keep some type of student portfolio. In addition, this portfolio will enable you to quickly review each student's writing and analyze areas in need of attention.

Here are some ideas from other teachers:

- Allow each student to decorate a plain manila file folder. You should keep the folders in a safe spot to keep them intact. Each time students write, file the work in their folder.

- Create a three-ring binder for each student. This way their writing can be hole-punched and placed in the notebook.

- Most schools have binder machines. Bind a large number of white sheets of copy paper. Bind a piece of construction paper to the front and allow students to decorate it. All of their writing is then done in this teacher-made booklet.

- Consult with other teachers in your school or grade level team to see if there are other ideas that might work well for your particular circumstance

Assessment Opportunities

As in Unit 1, weekly spelling assessments are included. Each assessment is accompanied by a spelling analysis sheet. Use of this assessment and careful thought about the errors students make will give you insight into planning remediation of both decoding and encoding skills. We realize not all school weeks fall easily into the pattern of introducing words on Monday and assessing students on Friday. We would simply ask you to consider administering the spelling assessment every fifth instructional day whether it falls on a Friday or another day of the week.

Also, remember to use the Anecdotal Reading Record to make notes as you listen to each student read. It is important to listen to each student once or twice each week so you can monitor progress. We have placed an additional copy of the Anecdotal Reading Record in the Teacher Resources section at the back of this Teacher Guide.

There is a Student Performance Task Assessment in Lesson 16. If students struggle on this assessment, you may need to spend a few days reviewing before moving on and/or you may need to do remedial work with specific students.

Pausing Point

After Lesson 16, you will find the Pausing Point pages. You do not have to wait until you have completed the unit to use this component. These pages provide practice and remediation ideas that can be used throughout the unit, not just at the end. However, you will want to be careful not to use worksheets that have spellings that have not yet been introduced.

Fluency Packet

A separate component, *The Fluency Packet*, is available for download at http://www.coreknowledge.org/G2-FP. This component has been designed to complement the unit. In it you will find a poem, an informational piece titled "Did You Know?", a Reader's Theater, a realistic fiction, and a science or social studies selection. This component is designed for you to send home with students. Students are expected to practice this component at home. You may wish to invite students to perform the fluency selections for classmates at some point during the school day. These would be ideal to use during transition times in the school day.

When you use *The Fluency Packet*, you will be addressing the following additional Common Core State Standard:

Read with sufficient accuracy and fluency to support comprehension. (RF.2.4)

Assessment and Remediation Guide

A separate publication, the *Assessment and Rememdiation Guide*, provides further guidance in assessing, analyzing, and remediating specific skills. This guide can be found online at http://www.coreknowledge.org/AR-G2-U2. Refer to this URL for additional resources, mini-lessons, and activities to assist students who experience difficulty with any of the skills presented in this unit.

Transition Times

You may make additional Wiggle Cards using words and phrases from the Supplemental Materials section of the lessons. Remember, Wiggle Cards are an excellent tool to use throughout the school day, not just during Language Arts time.

Teaching Techniques for Vowel Spellings and Sounds

Marking and Pointing Tricks

There are some marking and pointing tricks you can use to help students learn to see and process separated digraphs as single spelling units.

You can draw a horseshoe shape connecting the two letters, like this:

bike
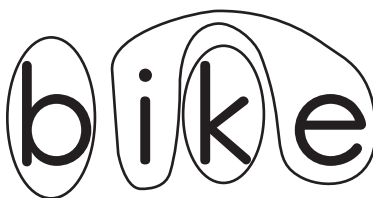
You may also reinforce the connection by using a pointing trick. When pointing to single-letter spellings or normal digraphs (written with letters side by side), use a single finger. When you point to a split digraph, pop out a second finger to make a "V for victory" sign, with one finger pointing at the first letter in the separated digraph and the other pointing at the final letter 'e'.

bike   bike   bike

Word Walls

If you have not already done so, this unit would be the time to create two word walls. One should be a Tricky Word wall with yellow index cards. If you have already created the Tricky Word wall, please keep the words from Unit 1 on display. There will be times when you will move a word from the Tricky Word wall over to the decodable wall or Spelling Tree. This will happen as spellings are reviewed. It will be interesting for students to see a word "change color" from yellow to green. There are several ways you could make a word "change color":

- You could write the word over on a green card in front of the students.
- You could draw a green cloud circle around the Tricky Word.
- You could create a green index card frame to put around the yellow index card.
- Perhaps you have another idea that would work just as well.
- Students should be encouraged to refer to the word walls throughout the day, not only at Language Arts time.

We encourage you to include the Tricky Words from Unit 1 in the flash card review and other quick games you do in this unit. Students will benefit from multiple exposures to these high-frequency words. If you do not have time to review all of the Tricky Words from Unit 1, at least include the words that were taught at the end of Unit 1 and have therefore been rehearsed less frequently.

The second word wall you will need to create is a decodable word wall. The decodable word wall should remain up for the whole year in full view of the students.

Teacher Background Information for Vowel Spellings and Sounds

"Long" Vowels and Separated Digraphs

The vowel sounds: /ae/, /ee/, /ie/, /oe/, and /ue/ have traditionally been called the "long" vowels and are also letter names: /ae/ = 'a', /ee/ = 'e', /ie/ = 'i', /oe/ = 'o', /ue/ = 'u'.

The spellings 'a_e', 'ee', 'i_e', 'o_e', and 'u_e' are taught as the basic code spellings for these sounds because they are the least ambiguous spellings.

The 'ee' spelling for /ee/ is a vowel digraph analogous to the consonant digraphs students have already learned, e.g., 'ch', 'sh', 'ng', etc. The spellings for the sounds /ae/, /ie/, /oe/, and /ue/ are also digraphs, but they are digraphs of a different sort. They are *separated digraphs.* The two letters work together to stand for a single sound, but the letters no longer sit next to each other. Instead, they are separated from each other by another spelling. This intervening spelling will always be a consonant spelling and it will usually be a single-letter spelling. For example, in words like *tame*, *tide*, *tone*, and *cute*, a single letter stands between the two letters of the vowel digraph.

There are few words in English where a consonant digraph stands between the two letters of a separated vowel digraph; *ache* is one of the very few examples.

It is important for students to understand two letters can work together to represent a single sound even if the letters are separated. This is likely to be difficult for some students to grasp; even those who grasp the idea quickly may need time to automatize the procedure during reading, as it involves a significant departure from the left-to-right decoding used to read most words. Students have been taught to read from left to right, but in order to read words with separated digraphs, they need to begin scanning to the right and then glancing back again to the left.

To get a sense of how the need for complex mental operations increases as the sequence of instruction progresses, consider what is involved in reading the following three words: *ham*, *sham*, *shame*. To read *ham*, the reader needs to inspect each letter, remember which sound each letter stands for, and then blend the three sounds together. To read *sham*, the reader must do all of these things as well as recognize that 's' and 'h' are a letter team. The reader may need to discard a first impression that the word begins with two consonant sounds, /s/ followed by /h/. To read *shame*, the reader must perform the above mentioned tasks while also scanning ahead, spotting the letter 'e', connecting the letter 'e' to the letter 'a', and remembering these letters stand for the /ae/ sound. When you add all of these tasks together, you have a rather complicated procedure, one that takes lots of practice to automatize.

As adults and skilled readers, it is very hard for us to place ourselves in the mindset of the young learner. To get a sense of what reading must be like for a beginning reader, write the word *shine* on a piece of paper and cover it with a second sheet. Pretend that you do not already know what word the slip of paper conceals. Slowly slide the paper to the right, revealing one letter at a time. If you think out loud, your thinking might sound something like this: "The first sound is /s/. The next sound is /h/. No wait, those two letters stand for just one sound: /sh/. The next sound is /i/: /sh/ /i/. The next sound is /n/, making /sh/ /i/ /n/. The last sound is /e/: /sh/ /i/ /n/ /e/. But wait, *shinn-eh* isn't a word. Oh, I see, the letter 'i' and the letter 'e' are working together to stand for the /ie/ sound. The word is /sh/ /ie/ /n/!" As they encounter new words, students are performing a set of mental actions very much like these. They are segmenting the written symbols into chunks, trying to match those chunks to sounds, blending, correcting initial assumptions, connecting separated digraphs, and scanning forward and backward as needed. All of this requires a lot of mental energy—especially for readers who are just learning to crack the alphabet code.

Silent 'e' and Magic 'e'

In Core Knowledge Language Arts we refer to spellings like 'a_e' and 'i_e' as *separated digraphs*. You may also use the term *split digraph* if you prefer. In years past you may have spoken of the 'e' in words like *name* or *note* as a

silent '*e*'. Or you may have used the phrase *magic* '*e*'. Of these two phrases, we very much prefer *magic* '*e*'. There are a few issues in telling students some letters are silent. In truth, all letters are silent. (If they could speak, we would not have to read them and turn them back into sounds.) Also the phrase *silent letter* may lead some students to believe that only some letters in a word matter as far as determining the pronunciation of the word whereas others have no purpose. In fact, the 'e' in *kite* is every bit as important in terms of determining pronunciation as the 'i'. Without the 'e', the word would be pronounced *kit*.

All in all, the notion of a *magic* '*e*' better reflects the role of 'e' in these spellings. We therefore encourage you to avoid teaching the concept of *silent* '*e*', or other silent letters, in general. For example, in the word *light*, it is more useful to think of 'igh' as a three-letter spelling (a trigraph) for /ie/ than it is to think of 'i' as standing for /ie/ and 'gh' as being "silent." If you think of all of the letters in a word as being part of a spelling, then there is no need to introduce the concept of "silent" letters.

For the same reason, we strongly discourage you from using the popular phonics jingle "when two vowels go walking, the first one does the talking." Statistical analyses indicate this rule is only correct about 50% of the time. Moreover, it misleads students into thinking vowels are letters, whereas in fact vowels are sounds. Finally, it suggests students only need to pay attention to the first letter in a vowel digraph. That is very bad advice. To be effective readers, students need to look at both letters in a digraph spelling. They need to pay attention to the 'a' and the 'w' in *law*, the 'o' and the 'i' in *oil*, and the 'a' and the 'e' in *name*.

Similar Sounds: /ue/, /<u>oo</u>/, /oo/, and /u/

There is a lot of potential for confusion regarding the four vowel sounds /ue/, /<u>oo</u>/, /oo/, and /u/.

- The /ue/ sound as in *cute* is similar to the /<u>oo</u>/ sound as in *boot*. In fact, /ue/ actually contains the /<u>oo</u>/ sound. /ue/ is really a sound combination; it can be described as /y/ + /<u>oo</u>/.

- The sound /<u>oo</u>/ as in *soon* is also somewhat similar to /oo/ as in *look*, and the confusion between these sounds is magnified by the fact that they share a single basic-code spelling.

- The sound /oo/ as in *look* can also be confused with /u/ as in *luck*.

The sounds /ue/, /oo/, /oo/, and /u/ share a whole set of spellings, as you can see from the table below. The bold words in each column indicate the basic code spelling for that sound.

/ue/	/oo/	/oo/	/u/
cute	tune		
	soon	**look**	
unit	student	put	**but**
cue	blue		
few	new		
	prove		shove
	do		son
	soup		touch
	fruit		
	neutral		

Vowel + /r/ Combinations

We treat /er/, /ar/, and /or/ as single, r-controlled vowel sounds in this program. You may be surprised to see these sounds treated as vowel sounds rather than vowel + consonant combinations. In many older phonics programs, these would have been taught as vowel + consonant combinations.

We classify the two sounds in *ear* not as a single r-controlled vowel sound but as a combination: /ee/ + /r/. We do this for two reasons. First, the two elements of this combination can be separated quite cleanly into /ee/ and /r/. Second, the spelling patterns for /ee/ when it occurs before /r/ are, by and large, the same ones used for /ee/ in other positions. If the sound combination /ee/ + /r/ were routinely written with entirely different spellings, that would be a good argument for teaching it as a separate unit. However, most words with this sound combination belong in one of the spelling categories for /ee/. Words like *deer* fall into the /ee/ spelled 'ee' group along with *deep* and *steep.* Words like *near* fit into the /ee/ spelled 'ea' group along with *neat* and *heap.* Words like *here* can be seen as members of the /ee/ spelled 'e_e' group along with *Pete* and *Eve.* Words like *Erie* can be seen as members of the /ee/ spelled 'e' group along with *even* and *Eden.* Therefore, in our classification system, the /ee/ + /r/ combination is treated as two sounds, each of which can be spelled using the spellings for that sound.

We classify the final sounds in *hair* not as a single r-controlled vowel sound but as /ae/ + /r/. Again, we chose this classification because the two parts can be cleanly separated and because the spellings used for /ae/ when it precedes /r/ are, by and large, the same ones used for /ae/ in other positions: *dare* follows the same pattern as *date,* and *lair* follows the same pattern as *paid.*

We classify the initial sounds in *error* and the middle sounds in *very* not as single r-controlled vowel sounds but as /e/ + /r/. This is perhaps the most complicated and debatable of the classifications noted here. It is debatable for two reasons. First, there are some linguists who view this as a single sound. Second, the /e/ + /r/ combination heard in *very* can be difficult to distinguish from the /ae/ + /r/ combination heard in *hairy.* Depending on the dialect, it can also be difficult to hear a difference between *very* and *vary; marry* and *merry; and ferry* and *fairy.* Many people cannot hear any differences in these pairs and therefore regard the pairs as homophones. Others detect a subtle acoustic difference. In this program we view /e/ + /r/ and /ae/ + /r/ as separate, not because they *sound different* but because they *follow different spelling patterns.* We noted that most /ae/ + /r/ words can be sorted into one of the spelling patterns for the /ae/ phoneme. The same is true of /e/ + /r/ words: *very* can be seen as an example of the /e/ spelled 'e' pattern seen in *Betty* and *red. The word bear* can be seen as an example of the /e/ spelled 'ea' spelling pattern seen in *bread* and *head.* This is the classification scheme we use in this program.

Words like *very* and *America* pose one additional problem. The letters 'er' can stand either for the single phoneme /er/ as in *her* and *letter* or for the combination /e/ + /r/ as in *very* and *America.* The program draws attention to this issue at a later time.

This information about the gray areas concerning vowels and /r/ is provided only for your background knowledge, to provide a perspective on the philosophy of the program so you may teach it more effectively. It might also help you to identify the patterns in the errors students make. You may wish to give students a general sense that the /r/ sound has a tendency to change vowel sounds when it follows them—they may need to pronounce some vowel + /r/ words in different ways in order to read them correctly.

The Tricky Spelling 'oo'

Tricky Spelling Lessons are used to explicitly call students' attention to a spelling that can be pronounced and read more than one way. For example, 'a' can be pronounced as /a/ (*cat*), /ae/ (*paper*), /o/ (*father*) or /ə/ (*about*). It may be helpful to think of a tricky spelling as an instance in which several sounds "vie" for the student to pronounce and read the spelling a different way:
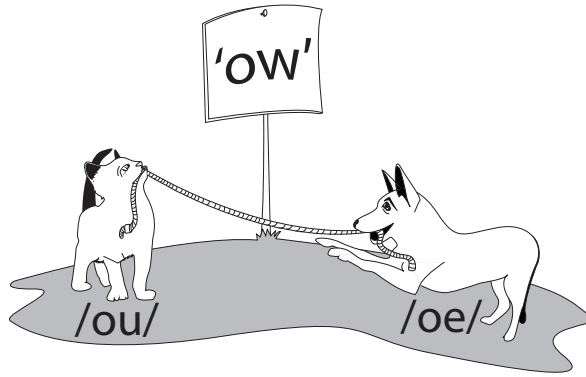
Tricky spellings present a challenge when students are asked to read unfamiliar words since it is possible to sound out and pronounce a tricky spelling multiple ways.

In a Tricky Spelling Lesson, the teacher calls explicit attention to many examples of words in which the same spelling is pronounced different ways. Students are taught to try each pronunciation that they have learned for a spelling until they recognize a particular pronunciation as a familiar word that makes sense in the context. Some tricky spellings are taught in Grade 1, with many more taught in Grade 2.

There is only one tricky spelling introduced in this unit, the spelling 'oo', which is the basic code spelling for the /oo/ sound as in *soon* (sometimes called the "long" sound) and also for the /oo/ sound as in *look* (sometimes called the "short" sound). Remember, a tricky spelling is a spelling that can be sounded or pronounced more than one way. When students come across a word containing this spelling, they should first try to pronounce the letters as /oo/. (This is the more common pronunciation.) If that pronunciation does not sound right, or does not make sense in the context, they should try to pronounce the letters as /oo/. Students will have an opportunity to practice pronouncing this tricky spelling both ways in this unit.