



# Unit 3

## Teacher Guide

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



Core Knowledge®

GRADE 2







# Unit 3

## Teacher Guide

Skills Strand  
GRADE 2

Core Knowledge Language Arts®  
New York Edition



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## Alignment Chart for Unit 3

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

		Lesson																									
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
<b>Alignment Chart for Unit 3</b>																											
<b>Reading Standards for Informational Text: Grade 2</b>																											
<b>Key Ideas and Details</b>																											
<b>STD RI.2.1</b>	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.																										
<b>CKLA Goal(s)</b>	Ask and answer questions (e.g., <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , <i>how</i> ), orally or in writing, requiring literal recall and understanding of the details and/or facts of a nonfiction/informational text read independently	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Craft and Structure</b>																											
<b>STD RI.2.5</b>	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.																										
<b>CKLA Goal(s)</b>	Identify and use text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a nonfiction/informational text		✓							✓	✓						✓										
<b>STD RI.2.6</b>	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.																										
<b>CKLA Goal(s)</b>	Identify the main purpose of a nonfiction/informational text read independently, including what the author wants to answer, explain, or describe	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

**Lesson**

**Alignment Chart for Unit 3**

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
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**Integration of Knowledge and Ideas**

<b>STD RI.2.7</b>	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.																								
<b>CKLA Goal(s)</b>	Interpret information from diagrams, charts, timelines, graphs, or other organizers associated with a nonfiction/informational text read independently and explain how these graphics clarify the meaning of the text	✓					✓											✓							
<b>STD RI.2.8</b>	Describe how reasons support specific points the author makes in a text.																								
<b>CKLA Goal(s)</b>	Describe how reasons or facts support specific points the author makes in a nonfiction text read independently	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>STD RI.2.9</b>	Compare and contrast the most important points presented by two texts on the same topic.																								
<b>CKLA Goal(s)</b>	Compare and contrast (orally or in writing) similarities and differences within a single nonfiction/informational text read independently or between two or more nonfiction/informational texts read independently																								

**Range of Reading and Level of Text Complexity**

<b>STD RI.2.10</b>	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently.																								
<b>CKLA Goal(s)</b>	Read independently and demonstrate understanding of nonfiction/informational text in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range																								








### Alignment Chart for Unit 3

### Lesson

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----


## Reading Standards for Foundational Skills: Grade 2

### Phonics and Word Recognition

<b>STD RF.2.3</b>	Know and apply grade-level phonics and word analysis skills in decoding words.	
<b>STD RF.2.3a</b>	Distinguish long and short vowels when reading regularly spelled one-syllable words.	
<b>CKLA Goal(s)</b>	Use knowledge of the letter sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words <b>Unit 1:</b> 'a' > /a/; 'e' > /e/; 'i' > /i/; 'o' > /o/; 'u' > /u/ <b>Unit 2:</b> 'a_e' > /ae/; 'ee' > /ee/; 'i_e' > /ie/; 'o_e' > /oe/; 'u_e' > /ue/	
<b>STD RF.2.3b</b>	Know spelling-sound correspondences for additional common vowel teams.	
<b>CKLA Goal(s)</b>	Read and write words spelled with the following vowel teams: long vowel sounds: 'ai', 'ay' > /ae/; 'e_e', 'ea', 'ey' > /ee/; 'oa', 'oe', 'ow' > /oe/; 'ie', 'igh' > /ie/; short vowel sounds: 'ou', 'o_e' > /u/; 'ea' > /e/; other vowel sounds: 'oi', 'oy' > /oi/; 'aw', 'au', 'augh', 'al' > /aw/; 'ow' > /ou/; r-controlled vowel sounds: 'er' > /er/; 'or' > /or/; 'ar' > /ar/	
<b>STD RF.2.3c</b>	Decode regularly spelled two-syllable words with long vowels.	
<b>CKLA Goal(s)</b>	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	

**Lesson**

**Alignment Chart for Unit 3**

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
<b>STD RF.2.3d</b>	Decode words with common prefixes and suffixes.																									
<b>CKLA Goal(s)</b>	Read and write words with the following inflectional endings and suffixes: <b>Unit 1:</b> <i>-ing, -ed</i> <b>Unit 2:</b> <i>-ed, -ing</i> <b>Unit 3:</b> <i>-ed, -ing, -s, -es</i> <b>Unit 5:</b> <i>-tion</i>	✓	✓	✓	✓							✓				✓										
<b>STD RF.2.3e</b>	Identify words with inconsistent but common spelling-sound correspondences.																									
<b>CKLA Goal(s)</b>	Read and write words with the following letter-sound correspondences: 'a' as /a/ ( <i>hat</i> ), /æ/ ( <i>paper</i> ), /ə/ ( <i>about</i> ), or /aw/ ( <i>wall</i> ); 'i' as /i/ ( <i>hit</i> ), /ie/ ( <i>item</i> ), or /ee/ ( <i>skit</i> ); 'o' as /o/ ( <i>hop</i> ), /oe/ ( <i>open</i> ), or /u/ ( <i>son</i> ); 'e' as /e/ ( <i>pet</i> ), /ee/ ( <i>rne</i> ), or /ə/ ( <i>debate</i> ); 'u' as /ue/ ( <i>unit</i> ) or /u/ ( <i>but</i> ); 'y' as /y/ ( <i>yes</i> ), /ie/ ( <i>try</i> ), /i/ ( <i>myth</i> ), or /ee/ ( <i>funny</i> ); 'ir' ( <i>bird</i> ), 'ur' ( <i>hurt</i> ), or 'er' as /er/ ( <i>her</i> ); 'ar' > /ar/ ( <i>car</i> ) or /or/ ( <i>war</i> ); 'ai' > /ə/ + /l/ ( <i>animal</i> ); 'ii' > /ə/ + /l/ ( <i>pencil</i> ); 'ui' > /ə/ + /l/ ( <i>awful</i> ); 'el' > /ə/ + /l/ ( <i>travel</i> ), 'le' > /ə/ + /l/ ( <i>apple</i> ); 'tion' > /sh/ + /ə/ + /n/; 'ph' > /f/ ( <i>phone</i> ); 'ch' > /k/ ( <i>school</i> ); 'a' > /o/ ( <i>water</i> )																									
<b>Fluency</b>																										
<b>STD RF.2.4</b>	Read with sufficient accuracy and fluency to support comprehension.																									
<b>CKLA Goal(s)</b>	Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension	✓	✓	✓	✓								✓			✓										

### Alignment Chart for Unit 3

### Lesson

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
<b>STD RF.2.4a</b>	Read grade-level text with purpose and understanding.																									
<b>CKLA Goal(s)</b>	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
<b>Writing Standards: Grade 2</b>																										
<b>Text Types and Purposes</b>																										
<b>STD W.2.3</b>	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.																									
<b>CKLA Goal(s)</b>																					✓	✓	✓	✓	✓	✓
<b>Production and Distribution of Writing</b>																										
<b>STD W.2.5</b>	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.																									
<b>CKLA Goal(s)</b>																										✓
<b>Speaking and Listening Standards: Grade 2</b>																										
<b>Presentation of Knowledge and Ideas</b>																										
<b>STD SL.2.6</b>	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language)																									
<b>CKLA Goal(s)</b>																										✓

### Alignment Chart for Unit 3

### Lesson

		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
<b>Language Standards: Grade 2</b>																											
<b>Conventions of Standard English</b>																											
STD L.2.2	Demonstrate command of the conventions of Standard English capitalization, pronunciations, 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												✓														
<b>Vocabulary Acquisition and Use</b>																											
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																										✓
STD L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading and content, choosing flexibly from an array of strategies.																										
STD L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.																										
CKLA Goal(s)	Use sentence-level context as a clue to the meaning of a word or phrase																										✓



These goals are addressed in all lessons in this unit. Rather than repeat these goals as lesson objectives throughout the domain, they are designated here as frequently occurring goals.

# Introduction to Unit 3

This unit is devoted to introducing spelling alternatives for vowel sounds. Vowel sounds and their spellings are the most challenging part of the English writing system. There are only two vowel sounds that are almost always spelled one way. One is /a/, which is almost always spelled ‘a’ as in *at*. The other is /ar/, which is almost always spelled ‘ar’ as in *car*. The other sixteen vowel sounds have at least one significant spelling alternative. Several of them have many spelling alternatives.

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 (5 min.)	One-Syllable Words (5 min.)	Today’s Focus Spelling (15 min.)	Code Flip Book Review (5 min.)	Student Spelling Assessment (15 min.)
Board Sort (10 min.)	Today’s Focus Spelling (20 min.)	Chaining (10 min.)	Review of the /ae/ Sound and Spellings (15 min.)	Spelling Chart (25 min.)
Spelling Trees (20 min.)	Word Sort (15 min.)	Word Sort (15 min.)	Tricky Spelling ‘a’ (20 min.)	Team Spelling Bee (20 min.)
Baseball Game (10 min.)	Partner Reading: “The Spelling Bee” (20 min.)	Partner Reading: “And Then There Were Two” (20 min.)	Whole Group Close Reading: “Born to Spell?” (20 min.)	
Whole Group: “A Letter from the Publisher” (15 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 (5 min.)	Today’s Focus Spelling (20 min.)	One-Syllable Words (5 min.)	Code Flip Book Review (5 min.)	Student Spelling Assessment (15 min.)
Board Sort (10 min.)	Chaining (5 min.)	Today’s Focus Spelling (20 min.)	Review of the /oe/ Sound and Spellings (10 min.)	Spelling Chart (25 min.)
Spelling Trees (15 min.)	Word Sort (15 min.)	Word Sort (15 min.)	Tricky Spelling ‘o’ (25 min.)	Small Group: “Kim’s Training” (20 min.)
Whole Group: “Miss Baker” (15 min.)	Nouns (20 min.)	Whole Group Close Reading: “The Swimming Sisters” (20 min.)	Small Group: “Val’s Training” (20 min.)	
Small Group: Remediation and Practice (15 min.)				
60 min.	60 min.	60 min.	60 min.	60 min.

<b>Week Three</b>				
<b>Day 11 (Lesson 11)</b>	<b>Day 12 (Lesson 12)</b>	<b>Day 13 (Lesson 13)</b>	<b>Day 14 (Lesson 14)</b>	<b>Day 15 (Lesson 15)</b>
Introduce Spelling Words (5 min.)	One-Syllable Words (10 min.)	Review of One-Syllable Words (5 min.)	Scrambled Sentences (10 min.)	Student Spelling Assessment (15 min.)
Board Sort (10 min.)	Today's Focus Spelling (25 min.)	Tricky Spelling 'i' (15 min.)	Capitalization of I; Common and Proper Nouns (25 min.)	Plural Nouns (25 min.)
Spelling Trees (15 min.)	Common and Proper Nouns (25 min.)	Spelling Chart /ie/ (15 min.)	Partner Reading: "The Soccer Twins, Part I" (25 min.)	Dictation Decoding (20 min.)
Fill in the Blank (10 min.)		Small Group: "The Big Race" (25 min.)		
Whole Group Close Reading: "The Big Race" (20 min.)				
60 min.	60 min.	60 min.	60 min.	60 min.

<b>Week Four</b>				
<b>Day 16 (Lesson 16)</b>	<b>Day 17 (Lesson 17)</b>	<b>Day 18 (Lesson 18)</b>	<b>Day 19 (Lesson 19)</b>	<b>Day 20 (Lesson 20)</b>
Introduce Spelling Words (15 min.)	Oral Review of Antonyms and Synonyms (10 min.)	Spelling Chart (20 min.)	Oral Discrimination (5 min.)	Student Spelling Assessment (15 min.)
Board Sort; Spelling Trees (20 min.)	Board Work (20 min.)	Practice (20 min.)	Introduction of Spellings for /aw/ (15 min.)	Introduction of the 'augh' Spelling (10 min.)
Practice /ue/ Spelled as 'u_e' (10 min.)	Practice of /ue/ (10 min.)	Whole Group Close Reading: "Jump" (20 min.)	Spellings of /aw/ (15 min.)	Spelling Tree (10 min.)
Partner Reading: "The Soccer Twins, Part II" (15 min.)	Plural Nouns Adding -s and -es (20 min.)		Partner Reading: "Jump!" (25 min.)	Whole Group Close Reading: "The Dispute" (25 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

<b>Week Five</b>				
<b>Day 21 (Lesson 21)</b>	<b>Day 22 (Lesson 22)</b>	<b>Day 23 (Lesson 23)</b>	<b>Day 24 (Lesson 24)</b>	<b>Day 25 (Lesson 25)</b>
Practice Reading /aw/ Sound (15 min.)	Action Verbs (20 min.)	Action Verbs (20 min.)	Edit and Rewrite a Personal Narrative (60 min.)	Dictation Identification (10 min.)
Plan a Class Personal Narrative (45 min.)	Plan and Draft a Personal Narrative as a Class (40 min.)	Plan and Draft a Personal Narrative (40 min.)		Comprehension: "The Splash Artist" (25 min.)
				Wiggle Cards (5 min.)
				Grammar (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

## Unit Overview

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### Vowel Spellings and Sounds

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The sounds and spellings taught in this unit are:

- /ae/ spelled ‘a\_e’ (*cake*), ‘a’ (*paper*), ‘ai’ (*wait*), ‘ay’ (*day*)
- /oe/ spelled ‘o\_e’ (*home*), ‘o’ (*open*), ‘oa’ (*boat*), ‘oe’ (*toe*)
- /ie/ spelled ‘i\_e’ (*bite*), ‘i’ (*biting*), ‘ie’ (*tie*)
- /ue/ spelled ‘ue’ (*cue*), ‘u\_e’ (*cute*), ‘u’ (*unit*)
- /aw/ spelled ‘aw’ (*paw*), ‘au’ (*Paul*), ‘augh’ (*caught*)

Each sound is given a multi-day treatment. On the first day you will do a board sort to preview the spellings for the sound. You will also set up a “Spelling Tree”—a graphic organizer that allows you to sort words by spelling—adding new words over a period of several lessons. You will update this Spelling Tree as students are formally introduced to the spelling alternatives for the sound and perform a series of word sorts.

### Tricky Spellings

---

Some of the spellings introduced in this unit are “shared” between two sounds. For example, the spelling ‘o’ is introduced as a spelling alternative for the /oe/ sound, as in *open*. However, students should already know that ‘o’ is the basic code spelling for the /o/ sound as in *hot*. We can say this spelling is shared between /o/ and /oe/. Or, we can say it is ambiguous because it can stand for either /o/ or /oe/. Because this spelling can stand for more than one sound, it is called a *tricky spelling*. Tricky spellings pose a problem for the reader. When a reader comes across an unfamiliar word containing the ‘o’ spelling, he or she may need to try pronouncing the tricky spelling in different ways to determine the actual pronunciation of the word.

The following tricky spellings are treated in this unit:

- ‘o’ can be pronounced /o/ (*hop*) or /oe/ (*open*)
- ‘a’ can be pronounced /a/ (*hat*) or /ae/ (*paper*)
- ‘i’ can be pronounced /i/ (*it*) or /ie/ (*biting*)
- ‘u’ can be pronounced /u/ (*but*) or /ue/ (*unit*)

### Tricky Words

---

A set of Tricky Words is reviewed in Lesson 1. From this point on, Tricky Words are introduced on an as-needed basis.

The following Tricky Word is introduced in the Reader and should be pre-taught before the story is assigned:

- Pausing Point: “The Math Contest”: *minute*

- When introducing this word, be sure to draw attention to the parts read (and spelled) just as students would expect based on what they have learned so far. Also, identify the tricky parts of the word.

As you introduce new spelling patterns, you will notice some words previously introduced as Tricky Words include the newly taught spelling patterns and no longer need to be classified as Tricky Words. For example, once you have taught ‘o’ as a spelling alternative for /oe/, the words *no* and *so* no longer need to be treated as Tricky Words. They can be described as members of a larger spelling pattern including words like *go* and *most*. As spelling patterns are introduced, the corresponding words should be removed from the Tricky Word wall.

### **Reader: *Kids Excel***

---

The Reader for this unit is *Kids Excel*. This fictional Reader consists of profiles of kids who excel at various activities—spelling, swimming, playing soccer, jumping rope, splashing, math, rock skipping. Each profile progresses across several selections.

### **Close Reading**

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With the adoption of the CCSS, 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. Once again in 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>.

Additionally, you will note wherever these lessons occur (Lessons 4, 8, 11, 18 and 20 of this unit), our commitment to placement of decodable text in the Reader and Workbook does not waiver. Close Reading lessons will intensify as the units progress. You will find the Close Reading lessons occurring about once a week. Please note, for some weeks where writing or assessment are the focus, there may not be sufficient time available to conduct a Close Reading lesson.

### **Grammar**

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The Grammar thread for Unit 3 has students continuing to focus on capitalization, quotation marks, and ending punctuation. In addition, Unit 3 focuses on common and proper nouns, antonyms and synonyms, and verbs.



## Writing

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In Unit 3, students will practice writing their own personal narrative. Mr. Mowse makes another appearance in this unit to help students practice editing.

At this point, students have learned one way to write every sound in English except for the very rare /zh/ as in *treasure*. (They should also know a number of spelling alternatives for consonant sounds.) They should therefore be able to write a plausible, if not dictionary-correct, spelling for any word in their oral vocabulary. As the year goes on they will learn more and more of the spelling alternatives they will need to achieve dictionary-correct spelling. However, it will take some time for most students to begin to spell with a high level of accuracy, particularly when it comes to spelling vowel sounds.

Spelling achievement will generally trail reading achievement. Students must first be introduced to the spelling alternatives and learn to decode them while reading. Then, after a certain amount of exposure to the spellings in written words, students will begin to select the correct spelling in their own writing. Some students move fairly rapidly from seeing spelling alternatives in print and completing word sorts to using the correct spellings in their writing. Others take much longer to master conventional spelling. It is not unusual for this to take several years and it is not surprising given the complicated nature of the sound-spelling correspondence system of the English language. Nevertheless, the orderly, systematic way in which the spelling code is taught in this program should lead to noticeable improvements in spelling ability.

Remember to collect student writing for their portfolios. Most students enjoy looking back at their writing from time to time throughout the year to see how much they have grown as writers.

## Assessment Opportunities

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Weekly spelling assessments are included in Unit 3. Each assessment is accompanied by a spelling analysis sheet. Use of this assessment and careful thought about students' errors will give you insight into planning remediation of both decoding and encoding skills.

In addition, we recommend you continue using the Anecdotal Reading Record found in the Teacher Resources section at the end of this Teacher Guide. You should circulate and listen to students read, making notes as you listen. You should hear every student read aloud at least once or twice a week.

A midpoint decoding assessment occurs in Lesson 15, and the end of the unit Student Performance Task Assessment occurs in Lesson 25. If students struggle on this assessment, you may need to spend a few days reviewing before moving on and/or you may need to conduct remedial work with specific students.

## Pausing Point Pages

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As in previous units, Unit 3 includes a Pausing Point. Although these activities can be used at the end of Unit 3, you do not have to wait until you have completed the unit to use this section. These pages provide practice and remediation ideas that can be used throughout the unit, not just at the end. However, you do need to be careful not to use workbook pages containing spellings not yet introduced in the unit.

## Fluency Packet

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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.

Although not marked in the Alignment Chart at the beginning of the Teacher Guide, 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

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A separate publication, the *Assessment and Remediation Guide*, provides further guidance in assessing, analyzing, and remediating specific skills. This guide can be found online at <http://www.coreknowledge.org/AR-G2-U3>. 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.