Unit 5
Teacher Guide

Unit 5
Teacher Guide

Skills Strand

GRADE 2

Core Knowledge Language Arts®
New York Edition

Core Knowledge®

Table of Contents
Unit 5
Teacher Guide

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

Alignment Chart for Unit 5

Reading Standards for Literature: Grade 2

Key Ideas and Details

	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	26	27	28–30
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.2.3 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

	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	26	27	28–30
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							✓																					

Lesson

Integration of Knowledge and Ideas

	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	26	27	28–30
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

	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	26	27	28–30
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

	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	26	27	28–30
STD RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.																												
CKLA Goal(s) Know and apply grade-level phonics and word analysis skills in decoding words.																				✓	✓							
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 5:** –*ed*, –*ous*				✓											✓	✓	✓	✓										

Lesson

Alignment Chart for Unit 5

		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	26	27	28–30
STD RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.																												
CKLA Goal(s)	Read and write words with the following letter-sound correspondences: 'a' as /a/ (*hat*), /ae/ (*paper*), /ə/ (*about*), or /o/ (*water*); 'i' as /i/ (*hit*), /ie/ (*item*), or /ee/ (*ski*); 'o' as /o/ (*hop*), /oe/ (*open*), or /u/ (*son*); 'e' as /e/ (*pet*), /ee/ (*me*), or /ə/ (*debate*); 'u' as /ue/ (*unit*) or /u/ (*but*); 'y' as /y/ (*yes*), /ie/ (*try*), /i/ (*myth*), or /ee/ (*funny*); 'ir' (*bird*), 'ur' (*hurt*), or 'er' (*her*) as /er/; 'ar' > /ar/ (*car*) or /or/ (*war*); 'al' > /ə/ + /l/ (*animal*), 'il' > /ə/ + /l/ (*pencil*); 'ul' > /ə/ + /l/ (*awful*); 'el' > /ə/ + /l/ (*travel*), 'le' > /ə/ + /l/ (*apple*); 'tion' > /sh/ + /ə/ + /n/; 'ph' > /f/ (*phone*); 'ch' > /k/ (*school*); 'al' > /aw/ (*wall*)	✓						✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
STD RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.																												
CKLA Goal(s)	Read the following Tricky Words **Unit 5:** *alphabet, kingdom, war, water, schwa, edge, father, ghost, again, bridge, eyes, death, wizard, break, against, friend, sure*			✓				✓		✓				✓		✓		✓			✓		✓	✓					
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		✓	✓	✓			✓	✓	✓				✓	✓	✓		✓			✓	✓	✓	✓	✓	✓	✓	✓	

Alignment Chart for Unit 5

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	26	27	28–30
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.2.4c	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		✓	✓	✓		✓	✓	✓		✓			✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓	✓	

Writing Standards: Grade 2

Production and Distribution of Writing

	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	26	27	28–30
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 read-aloud, 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															✓	✓	✓											

Alignment Chart for Unit 5

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	26	27	28–30
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																		✓	✓	✓								

Language Standards: Grade 2

Conventions of Standard English

		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	26	27	28–30
STD L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																												
CKLA Goal(s)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.																✓	✓	✓				✓	✓					
STD L.2.1a	Use collective nouns (e.g., group).																												
CKLA Goal(s)	Use collective nouns (e.g., group)												✓				✓	✓	✓				✓	✓					
STD L.2.1b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).																												
CKLA Goal(s)	Form and use irregular plural nouns orally and in own writing												✓				✓	✓	✓				✓	✓					
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	✓		✓	✓		✓	✓		✓			✓				✓	✓	✓				✓	✓					

Alignment Chart for Unit 5

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	26	27	28–30
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.2.2e 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															✓													
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 5

Unit Overview

This unit is devoted to introducing spelling alternatives for vowel sounds. Remember vowel sounds and their spellings are the most challenging part of the English writing system. There are only two vowel sounds almost always spelled just one way (/a/ and /ar/). The other 16 vowel sounds have at least one significant spelling alternative. Several of them have many spelling alternatives.

The sounds and spellings taught in this unit are:

- /u/ spelled 'u' (*but*), 'o' (*son*), 'ou' (*touch*), 'o_e' (*come*)
- /ə/ (also called the schwa sound) spelled 'a' (*about*), 'e' (*debate*)

In addition to the above sounds and spellings, two sound combinations and their spellings are also taught in this unit. They are:

- /ə/ + /l/ spelled 'al' (*animal*), 'il' (*pencil*), 'el' (*travel*), 'le' (*apple*)
- /sh/ + /ə/ + /n/ spelled 'tion' (*action*)

The basic unit of instruction in this program is the phoneme. We train students to segment a spoken word into single phonemes and spell the word one phoneme at a time. Likewise, when reading, the students learn to identify graphemes (or spellings) that stand for single phonemes and then blend them to make words. This is the best way to read and write most English words, because our writing system is based on making symbols for phonemes.

However, there are some instances in which it makes sense to look at a unit larger than a single phoneme. We introduce two of these multi-sound chunks in this unit. Both contain the /ə/ sound. The students will learn a set of spelling alternatives for /ə/ + /l/ as in *table*, *shovel*, *devil*, and *animal*. These /ə/ + /l/ words offer a good example of how /ə/ complicates English spelling. The four words above all end with the same sound combination, /ə/ + /l/, and yet they each contain a different spelling. Students will also learn the 'tion' spelling for the sound combination /sh/ + /ə/ + /n/, as in *action*.

You will introduce the above sounds and spellings using Spelling Trees as you have in earlier Grade 2 units. For the various spellings of /u/, you will simply add branches to the /u/ Spelling Tree introduced in Unit 3 with the review of short vowel sounds.

For the schwa sounds and spellings, you may choose to have three separate new Spelling Trees: one in which the trunk is labeled /ə/ with two branches for 'a' and 'e', a second tree in which the trunk is labeled /ə/ + /l/ with four branches for 'al', 'el', 'il', and 'le', and a third tree in which the trunk is labeled /sh/ + /ə/ + /n/ with one branch for 'tion'. If space does not permit you to

have three separate trees, however, you may choose to make one large tree in which the trunk is labeled /ə/ with seven branches representing the various spellings associated with the schwa sound.

Please refer to the section More About Schwa (/ə/) in this Introduction for a more in-depth explanation of /ə/ and its relationship to /u/.

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 Alphabetical Order (15 min.)	Today's Focus Spelling (10 min.)	Review of Adjectives (10 min.)	Adjective Hunt (10 min.)	Spelling Assessment (15 min.)
Board Sort (10 min.)	Word Sort (10 min.)	Board Sort (15 min.)	Adjectives (20 min.)	Spelling Alternatives Chart (20 min.)
Spelling Tree (15 min.)	Practice: Fill in the Blank (15 min.)	Fill in the Blank (15 min.)	Close Reading: "All's Well That Ends Well" (30 min.)	Partner Reading: "The Hungry Troll" (25 min.)
Introduce Adjectives (20 min.)	Whole Group: "The Beginning" (25 min.)	Partner Reading: "The Thief" (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 Practice Alphabetical Order (10 min.)	Review Subject and Predicate (10 min.)	Vowel Code Flip Book and Parts of Speech Review (10 min.)	Review Contractions (10 min.)	Spelling Assessment (20 min.)
The /u/ Sound and Other Spellings Baseball Game (15 min.)	Introduction to Schwa (10 min.)	Review of Schwa and the /u/ Sound (20 min.)	Compound Subjects and Predicates (20 min.)	Subject and Predicate (15 min.)
Review of the /u/ Sound (15 min.)	"Spelling Spoilers" Story (15 min.)	Whole Group: "Fire!" (30 min.)	Small Group Partner Reading: "The Boat Trip" (30 min.)	Parts of Speech (15 min.)
Subject and Predicate (20 min.)	Close Reading: "The Hungry Troll" (25 min.)			Sentence Writing (10 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.)	Review of /u/ and Schwa Spellings (5 min.)	Review /ə/ Spelling Tree(s) (5 min.)	Fill in the Blank (20 min.)	Spelling Assessment (20 min.)
Board Sort (10 min.)	Review (20 min.)	Today's Focus Spellings (10 min.)	Remediation and Enrichment (20 min.)	Board Sort (5 min.)
Spelling Tree (10 min.)	Fill in the Blank (15 min.)	Spelling Tree (10 min.)	Close Reading: "The Letter" (20 min.)	Spelling Tree (5 min.)
Small Group Partner Reading: "The King's Ghost" (25 min.)	Grammar Review (20 min.)	Syllable Chunking (10 min.)		Fill in the Blank (10 min.)
		Whole Group: "The Letter" (25 min.)		Whole Group: "The Fearsome Beast" (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Four				
Day 16 (Lesson 16)	**Day 17 (Lesson 17)**	**Day 18 (Lesson 18)**	**Day 19 (Lesson 19)**	**Day 20 (Lesson 20)**
Introduce Spelling Words (15 min.)	Verb Review (10 min.)	Review of Present and Past Tense of Verbs (10 min.)	Verb Tense and Code Vowel Review (10 min.)	Spelling Assessment (15 min.)
Review (5 min.)	Changing Action Verb Tense (20 min.)	Different Endings for Stories (25 min.)	Change Action Verb Tense (20 min.)	Remediation and Assessment (20 min.)
Fill in the Blank (15 min.)	Writing a Different Ending (30 min.)	Partner Reading: "The King's Birthday" (25 min.)	Write and Edit New Ending (30 min.)	Partner Reading: "Betrayed" (25 min.)
Close Reading: "The Fearsome Beast" (25 min.)				
60 min.	60 min.	60 min.	60 min.	60 min.

Week Five				
Day 21 (Lesson 21)	**Day 22 (Lesson 22)**	**Day 23 (Lesson 23)**	**Day 24 (Lesson 24)**	**Day 25 (Lesson 25)**
Introduce Spelling Words (15 min.)	Alphabetical Order (10 min.)	Present, Past, Future Tense Verb Review (10 min.)	Subject and Predicate (10 min.)	Spelling Assessment (20 min.)
Sound Search (20 min.)	Which Sound Do You Hear? (30 min.)	Sound Search (20 min.)	Tricky Spelling 'o_e' (20 min.)	Sound Search (20 min.)
Partner Reading: "The Wizard" (25 min.)	Partner Reading: "Breaking the Spell" (20 min.)	Close Reading: "Looking for the Enemy" (30 min.)	Partner Reading: "Revenge" (30 min.)	Whole Group: "Battle Plans" (20 min.)
60 min.	60 min.	60 min.	60 min.	60 min.

Week Six				
Day 26 (Lesson 26)	**Day 27 (Lesson 27)**	**Day 28 (Lesson 28)**	**Day 29 (Lesson 29)**	**Day 30 (Lesson 30)**
Alphabetizing (10 min.)	Spelling Bee (10 min.)	Individual Decoding Assessment (10 min. per student)	Individual Decoding Assessment (10 min. per student)	Individual Decoding Assessment (10 min. per student)
Reading Assessment: "Marching Orders" (30 min.)	Decoding Student Performance Task Assessment (15 min.)	Individual Sight Word Assessment (10 min. per student)	Individual Sight Word Assessment (10 min. per student)	Individual Sight Word Assessment (10 min. per student)
Grammar Assessment (20 min.)	Whole Group: "The Final Battle" (20 min.)	Activities per Teacher Choice (40–60 min.)	Activities per Teacher Choice (40–60 min.)	Activities per Teacher Choice (40-60 min.)
	Alphabetizing Student Performance Task Assessment (15 min.)			
60 min.	60 min.	60 min.	60 min.	60 min.

Tricky Spellings

Some of the spellings introduced in this unit are "shared" between multiple sounds. For example, the spelling 'a' is introduced as a spelling alternative for the /ə/ sound. However, students have already been taught that 'a' is the basic code spelling for the /a/ sound, a spelling alternative for the /ae/ sound, and a spelling alternative for the /aw/ sound. We can say this spelling is shared between /a/, /ae/, /aw/, and /ə/. Or we can say it is ambiguous because it can stand for either /a/, /ae/, /aw/, or /ə/. 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 'a' spelling, he or she may need to try pronouncing the tricky spelling different ways to determine the actual pronunciation of the word.

The following tricky spellings are in this unit:

- 'a' can be pronounced /a/ (*hat*), /ae/ (*paper*), /ə/ (*about*), or /aw/ (*wall*)
- 'e' can be pronounced /e/ (*pet*), /ee/ (*me*), or /ə/ (*debate*)
- 'o' can be pronounced /o/ (*hop*), /oe/ (*open*), or /u/ (*son*)
- 'o_e' can be pronounced /oe/ (*home*) or /u/ (*come*)
- 'ou' can be pronounced /ou/ (*shout*) or /u/ (*touch*)

Challenges for Reading and Writing

The sound spellings introduced in this unit will likely pose challenges for many students in your class. The /ə/ poses problems for reading. Many spellings may be pronounced as /ə/ in addition to their other pronunciations. Once /ə/ is introduced, for example, students have to consider four pronunciations for the tricky spelling 'a': /a/ as in *cat*, /ae/ as in *table*, /ə/ as in *about*, and /aw/ as in *wall*.

The /ə/ poses even more serious problems for spelling. Indeed it is probably the single largest source of difficulty in accurately spelling English words. If students spell phonemically and are not aware of /ə/, they are likely to produce spellings like these:

- *about > ubout*
- *America > Umericu*
- *benefit > benufit* or *benifit*
- *debate > dubate* or *dibate*

You should expect to see many words spelled in this way for a while. Although not entirely correct, these spelling choices demonstrate that the student is hearing the sounds and writing a plausible spelling for each sound. Gradually, as students gain more exposure to printed words, they will begin to spell more of these words correctly. In this unit we work primarily to make students aware of the problem, encourage them to notice /ə/ while reading, consider it as another pronouncing option, and practice spelling a few high-

frequency words containing /ə/. It will take quite a bit of reading and spelling practice for most students to begin to offer reliably correct spellings for the thousands of English words containing /ə/. For some students, this process may take several years.

Reader

The Reader for this unit is *Sir Gus*. It is a fictional reader detailing the serendipitous undertakings of Sir Gus, one of King Alfred's knights. Despite his title as "Sir Gus the Fearless," Sir Gus actually has many different fears. In this Reader, Sir Gus has to face a thief, a troll, pirates, an evil wizard, and an enemy king.

In the Reader lessons for this unit, you will notice a decrease in the number of individual words and spellings reviewed in isolation for decoding purposes immediately before students read the story. This decrease is intentional and represents a very gradual process in which students will assume increasing responsibility and independence in reading texts. While preparing for the day's lesson, however, you should read the story in advance, keeping in mind the letter-sound correspondence mastery of students in your class. You should identify and select words with spellings that have been challenging for all or particular students in the past, so these can be reviewed prior to the story. Likewise, you may want to omit words and spellings we have selected for review if you feel certain these have been mastered.

Multi-Syllable Words and Chunking

Once again we have included the Appendix: Using Chunking to Decode Multi-Syllable Words at the end of this Teacher Guide. We have provided the syllable division in this Teacher Guide when appropriate. Please feel free to use this as a resource when working with students who have not mastered the ability to chunk words into syllables for decoding.

Close Reading

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 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, 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.

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 selection, 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. Fluency selections 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 this 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)

Small Group Time

Small group sessions are continued throughout Unit 5. Small group time is an opportunity for you to work with students needing help with specific issues, such as difficulties with letter-sound correspondences, fluency, and comprehension. It is also a time for you to work with the more independent learners. Although we provide worksheets and other activity suggestions, you should decide how this time can best be utilized to meet the specific needs of your students.

Grammar

In Unit 5, you will review grammar skills, such as capitalization and punctuation. In addition, you will introduce the concept of verb tenses and students will practice identifying and using verbs in the present, past, and future tenses. You will also introduce adjectives. Students will also learn to identify the subject and predicate as necessary parts of a complete sentence.

Writing

In Unit 5, students will continue to practice narrative writing. They will learn to brainstorm and write a logically plausible, but different, ending to a story. They will first be introduced to this type of writing activity using a story of your choice from *Sir Gus*; they will then rewrite an ending to the story "Fire!" from *Sir Gus*.

Spelling

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 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. First, students need to be introduced to the spelling alternatives and learn to decode them while reading. Then, after varying amounts 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. This 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.

While spelling mastery is progressing, you should continue to accept plausible spelling in drafts, though you can also encourage correct spelling in revisions, particularly when the word is made up of spellings students have been taught.

Student Performance Task Assessment

At the end of Unit 5, a series of both group and individual Student Performance Task Assessments occur in Lessons 26–30. In Lesson 26, the first task is a whole class Reading Assessment. Students will be asked to silently read a selection from *Sir Gus* and answer questions about what they have read. After a short break students will be asked to complete a Grammar Assessment. This assessment is cumulative and asks students to determine the tense of a verb in a given sentence.

In Lesson 27, all students will complete a Decoding Assessment. Students who do not perform adequately on the Reading Assessment from Lesson 26 or the Decoding Assessment from Lesson 27 will be asked to sit individually with the teacher and complete additional assessments to identify the area of difficulty.

Assessment and Remediation Guide

A separate publication, the *Assessment and Remediation Guide*, provides further guidance in assessing, analyzing, and remediating specific skills. This guide can be found online at http://www.coreknowledge.org/AR-G2-U5. 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.

More About Schwa (/ə/)

/ə/   /u/
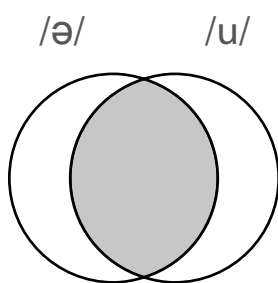
You might think of /u/ and schwa as two overlapping circles, similar but not identical.

In order to teach the concept of /ə/ well, you will need to first understand it yourself.

English words with more than one syllable usually include a combination of stressed and unstressed syllables. When a syllable in a spoken word is unstressed or weakly stressed, its vowel sound is often reduced to a flat, rather nondescript vowel sound linguists call *schwa* (/ə/). This happens in many English words. More than 3,000 of the 25,000 words in our database (about 13%) have at least one syllable in which the vowel sound is reduced to /ə/.

The exact pronunciation of /ə/ varies somewhat from word to word and also from region to region. In many words, and in many parts of the United States, /ə/ sounds very much like the sound /u/. For example, in the word *about*, the unstressed /ə/ sound in the first syllable sounds a great deal like /u/. In the word *America*, both the first and the last vowel sounds are unstressed, and both sound a great deal like /u/. In some regions of the United States, many speakers use an /u/-like /ə/ sound in words such as *along*, *balloon*, *debate*, *benefit*, and *telephone*.

However, for certain words, and/or for speakers in certain parts of the country, /ə/ may sound a little more like /i/. How do people in your region pronounce the word *benefit*? Do they pronounce the second vowel sound more like /u/ or /i/? What about *telephone*? Do people where you live say /t/ /e/ /l/ /u/ /f/ /oe/ /n/? Or does the spoken word sound more like /t/ /e/ /l/ /i/ /f/ /oe/ /n/? What about *debate*? Does the local pronunciation sound more like /d/ /u/ /b/ /ae/ /t/ or /d/ /i/ /b/ /ae/ /t/? Neither pronunciation is more correct than the other. These are all examples of natural variation or dialect. All of these examples contain a reduction to /ə/.

Schwa (/ə/) and /u/

Because /ə/ is similar to /u/ in so many words, we have chosen to address it along with the /u/ sound in this unit. We have also grouped /ə/ and /u/ together for the statistics on spellings and pronunciation. Therefore, /ə/ is treated as a variant of the /u/ sound. This is a slight oversimplification, because /ə/ occasionally sounds more like /i/. But we think it is a reasonable strategy for dealing with an inherently messy situation.

The dividing line between words containing spelling alternatives for /u/ and words containing reductions to /ə/ is sometimes hard to define. We feel confident that words like *double*, *trouble*, *cousin*, and *touch* should be seen as containing the 'ou' spelling for /u/. In all of these words, the initial vowel sound /u/ is stressed. But the situation becomes more complex with words like *famous* and *nervous*. In these words, the last syllable is unstressed. So one might say these words contain the 'ou' spelling for /u/, or one might say they contain an unstressed syllable in which the reduction to /ə/ sounds a lot like /u/ in most dialects (but could sound more like /i/ in some). Both positions are defensible. However, for purposes of classification we have

decided to view words of this sort as examples of the 'ou' spelling alternative for /u/ as opposed to examples of /ə/.

We have applied the same principle to the classification of words with the 'o' and 'o_e' spellings. We classify not only *mother* and *brother* (stressed) but also *button* and *bacon* (unstressed) as examples of /u/ spelled with the spelling alternative 'o'. Some might prefer to view the last two words as examples of reductions to /ə/. Likewise, we classify not only *glove* and *some* (stressed) but also *awesome* and *gruesome* (unstressed) as examples of the 'o_e' spelling for /u/. Again, some might view the last two as reductions to /ə/. But, is the second vowel sound in *awesome* really a different sound from the vowel sound in *some*? In practice it makes little difference whether these spellings are viewed as spelling alternatives for /u/ or as spellings for /ə/, because spelling alternatives for /u/ are introduced first and reductions to /ə/ just a few lessons later.