

# Welcome to 2nd Grade Curriculum Night!

We will begin shortly. Please make sure you are on mute.  
Thank you!

Ms. Labombarda, Ms. Blonder, Ms. Goldstick,  
Mrs. Forschein, Ms. Sedlis, Mr. Simmons

# Questions?

If you have questions during the presentation, please feel free to put them in the chat. We will hopefully have time at the end to answer them.

If we run out of time, you can forward your question to your child's teacher via email.

# 2nd Grade Reading Curriculum



# Reading Scope & Sequence

Second Grade Reading Growth spurts

Becoming Experts

Growing Word Solving Muscles

Amping Up Reading Power

Series Book Clubs



## Reading Workshop Lesson Flow and Schedule

<b>6-7 minutes</b>	Mini Lesson
<b>30 minutes</b>	Independent reading
	conference/small group instruction
<b>10 minutes</b>	Share

# Teacher's College Reading Benchmarks

SEPTEMBER	NOVEMBER	JANUARY	MARCH	JUNE
<u>Kindergarten</u> Emergent Story Books Shared Reading	<u>Kindergarten</u> Emergent Story Books Shared Reading A/B	<u>Kindergarten</u> B/C	<u>Kindergarten</u> 4=D or above 3=C 2=A/B 1=Early Emergent	<u>Kindergarten</u> 4=F or above 3=D/E 2=C 1=B or below
<u>Grade 1:</u> 4=F or above 3=D/E 2=C 1=B or below	<u>Grade 1:</u> 4=H or above 3=F/G 2=D/E 1=C or below	<u>Grade 1:</u> 4=I or above 3=G/H 2=E/F 1=D or below	<u>Grade 1:</u> 4=K or above 3=H/I/J 2=F/G 1=E or below	<u>Grade 1:</u> 4=L or above 3=I/J/K 2=G/H 1=F or below
<u>Grade 2:</u> 4=L or above 3=I/J/K 2=G/H 1=F or below	<u>Grade 2:</u> 4=M or above 3=J/K/L 2=H/I 1=G or below	<u>Grade 2:</u> 4=M or above 3=K/L 2=I/J 1=H or below	<u>Grade 2:</u> 4=N or above 3=L/M 2=J/K 1=I or below	<u>Grade 2:</u> 4=N or above 3=M 2=K/L 1=J or below

Levels A through J: Students will be using decodable books in school and at home.  
 Levels K and above: Students will shop for books in our classroom leveled library.



# Common Trends in 2nd Grade Reading

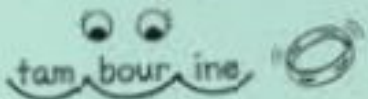
- As students move up levels strengths and weaknesses evolve
- Students in levels A-J will be focusing on phonics, using decodable books.
- Students in levels K and higher are starting to focus more on Word Meaning and holding onto important parts across chapters
- Students at higher levels can also tend to start reading too fast which affects their Thinking Work (they may have to backtrack...)

# Word Attack

break the word into parts!

flat

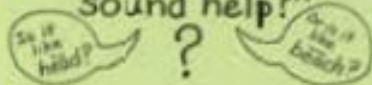
Look through the  
WHOLE word,  
part-by-part.



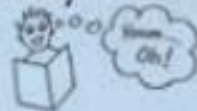
Look for a word  
inside a word.



Use vowel teams,  
and ask,  
"Would a different  
sound help?"



Don't just SAY the  
words, figure out  
what they MEAN too!





# Voice & Meaning

How do we read with  
**VOICE & Meaning?**

I ...	I'm an expert.
look for punctuation	
look for talking tags: •he cried •she whispered	
use clues in the picture (facial expressions)	
use gestures and actions!	

# Thinking Work Tools

I am tracking  
**character feelings!**  
Notice the clues that tell us the  
feeling...

- look for **clues in the picture**
- look for **punctuation ? or !**
- look for **talking tags**  
he whispered  
she cried  
Mom yelled
- look for **clues in what the character says and does**

_____	feels _____	when...
character	feeling	

## Getting to Know character traits!

- Notice what a character *says*
- Notice what a character *does*
- Notice what a character *thinks*.
- Notice when the character's dialogue/action/thoughts change; identify different trait.

Character Work: Traits (multiple)

**At first** → **But then...**

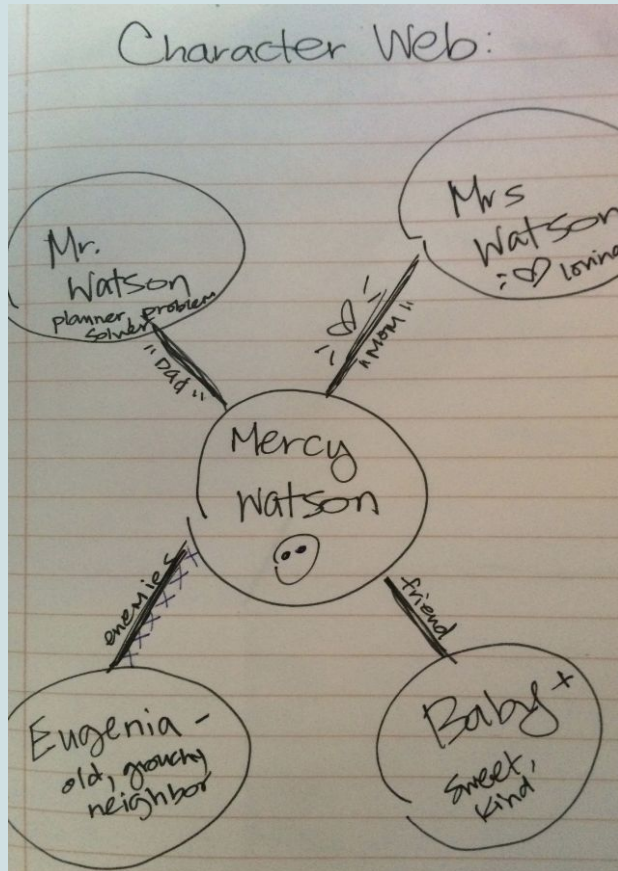
*says* → *does* → *thinks*

**trait** → **trait**

Now ask, "What kind of person is this?"

Now ask, "This person is also...?"

# Notebooking and Comprehension Examples



Collecting evidence for my idea!

Big idea → Bean is rude.

evidence →

③ is rude when she plays a trick on her sister. pg.14

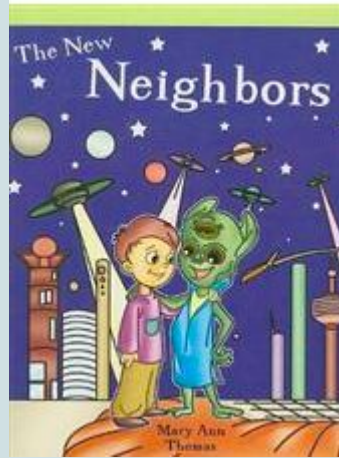
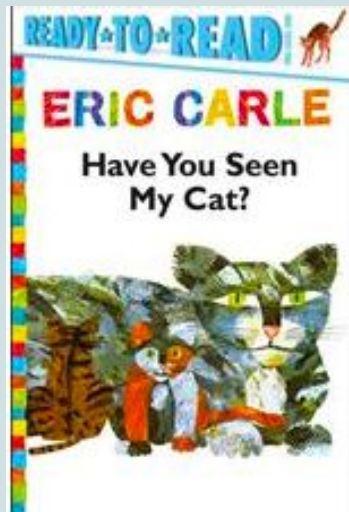
③ is rude when she says, "Looks good. Now let's go!" to rush her sister.

③ is rude when she thinks about kicking ④ in the skin!

③ is rude when she calls ④ a tightwad. She insults her!

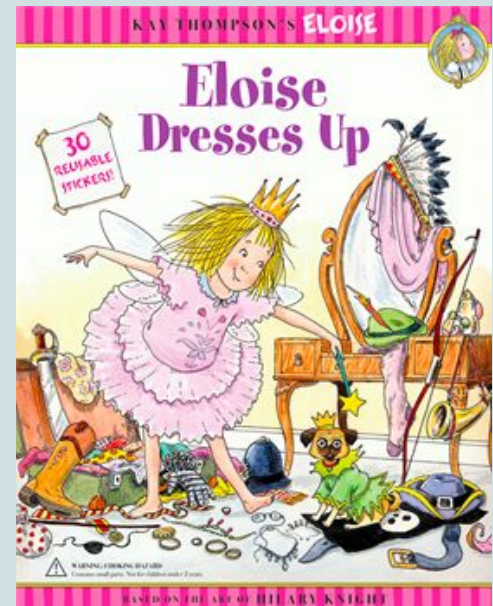
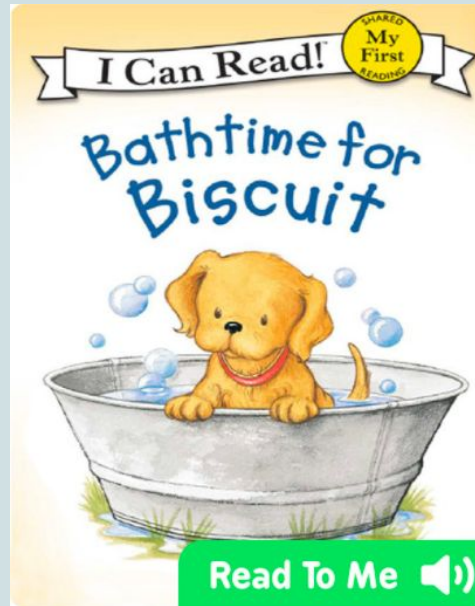
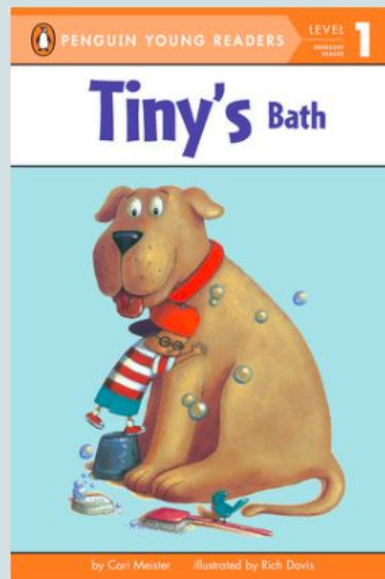
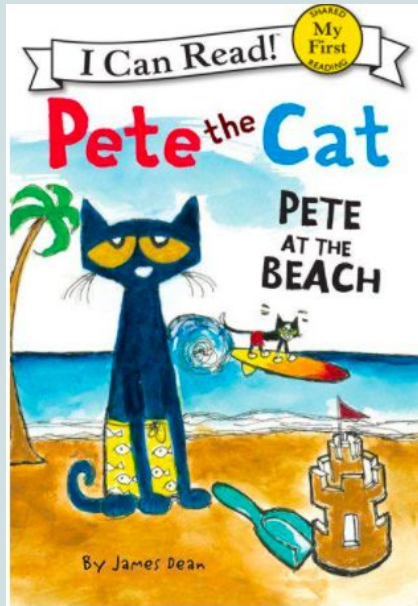
# Series Suggestions by Reading Level

**A-E** levels typically don't have series. However, they can be identified as books with **patterns, common sight words, and repetition.**



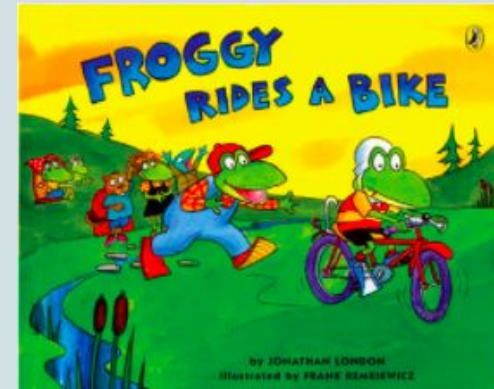
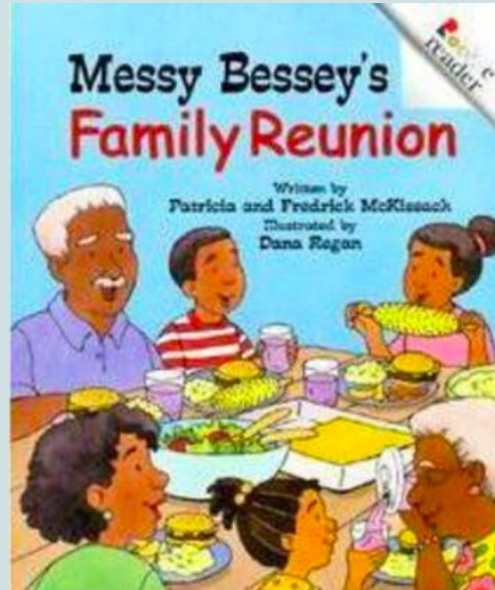
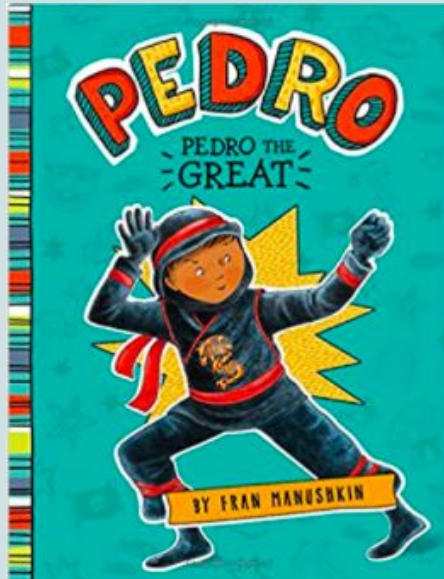
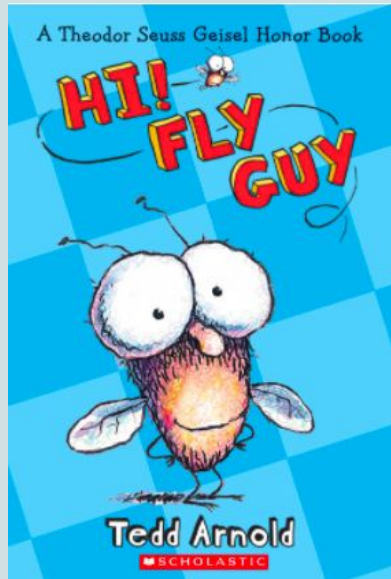
# Series Suggestions by Reading Level

F-H can be identified as books with **more words on the page, longer books, more complex plotlines, and less repetition.**



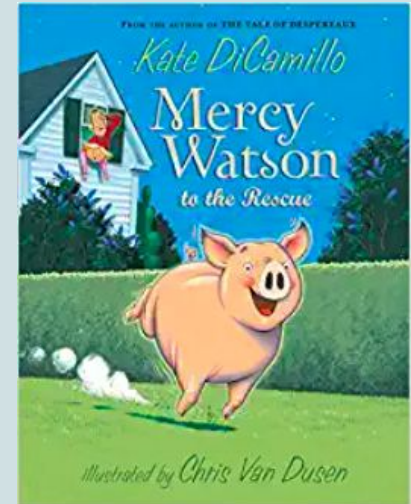
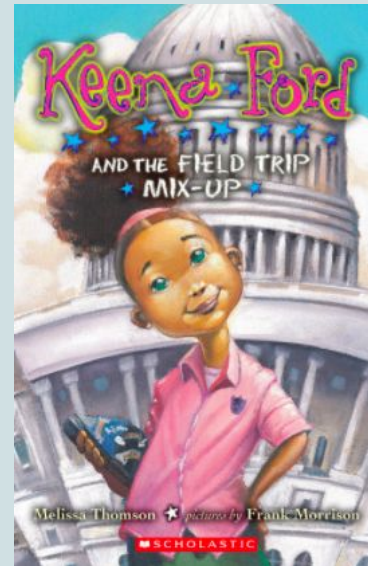
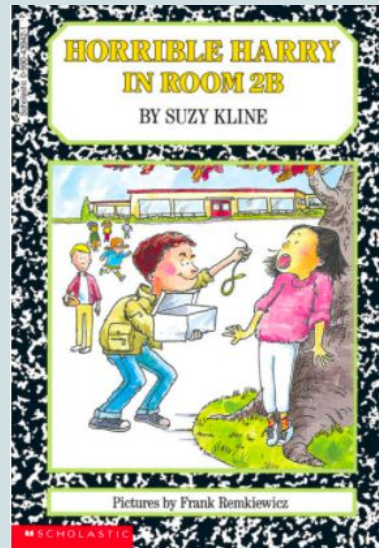
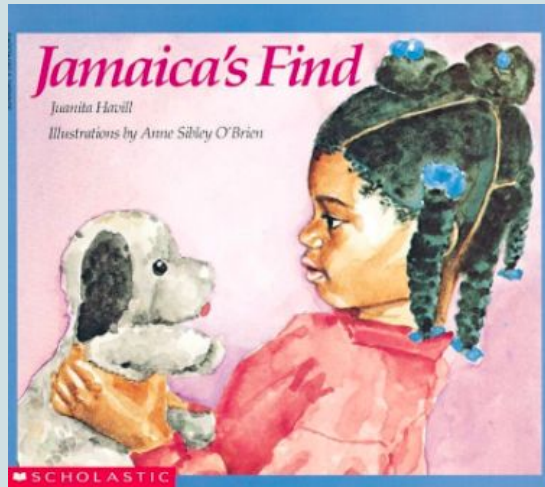
# Series Suggestions by Reading Level

I-J can be identified as books with **more characters**, **multiple points of view**, and **some literary language**.



# Series Suggestions by Reading Level

**K-M** can be identified as books with **longer books with chapters and fewer pictures, problem and solution oriented, and longer, more complex sentences.**



# WRITING WORKSHOP IN 2ND GRADE







# WRITING UNITS THIS YEAR

**Unit 1**: Revving Up Writing Muscles

**Unit 2**: Lessons from the Masters (Narrative)

**Unit 3**: How to Guide for Nonfiction Writing

**Unit 4**: Gripping Stories (Narrative)

**Unit 5**: Writing About Reading (Opinion)

**Unit 6**: Poetry



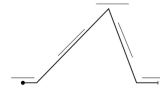


# THE WRITING CYCLE

Collect ideas...  
choose a strong one!



Plan it out!



Reread and Edit

Look for:  
missing capitals?  
WONKY capitals?

Listen for:  
missing punctuation?  
word study patterns?



Reread & Revise  
Fix up, add on, cut & paste  
Revise



Draft





# COLLECTING IDEAS

Reflecting on moments in our lives

- People, Places, Things, Hobbies

Choosing ideas that are meaningful to their lives

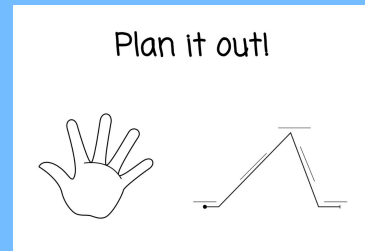
- Ideas that help us get to know them and who they are.

Collect ideas....  
choose a strong one!





# PLAN IT OUT



Students have many different options while planning:

1. Rehearsing with a partner
2. Using a story mountain
3. Tapping across pages
4. Drawing scenes across pages





# DRAFTING

Draft



This is where a student's story starts to come alive!

- Writing long, building stamina
- Paper choice options





# REVISION

\* This is a very important part of the writing process in second grade\*

- Using craft moves from their books to emulate their authors.
- Allowing us as readers to truly picture their story and get to know their characters.

Reread & Revise  
Fix up, add on, cut & paste

Revise

brown jumped  
the cat ~~get~~ on  
the bed





## WHILE STUDENTS ARE REVISING (OR DRAFTING)...

Craft moves we focus on:

1. Dialogue: what a character is saying
2. Inner Thinking: what a character says in their mind
3. Small Actions: step by step action

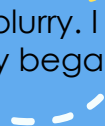
We always want to, **“SHOW, NOT TELL”**





# SEPTEMBER VS JUNE

<u>Craft Move</u>	<u>September</u>	<u>June</u>
Dialogue	"Pass the peas," my big sister said.	"Hey! Hand over the peas right now!" my big sister roared, as she put her hand out and rolled her eyes.
Small Actions	Jane opened the door. She went into the room. She sat down.	Jane gripped the knob and twisted it slowly. The door squeaked open as she pushed it inch by inch. Holding her breath, she tiptoed into the room.
Inner Thinking	"I want a bike," he thought. "Open it," Dad said. Jorge opened the package, "Hurray! A bike!"	"Please, please, please let it be a bike," he thought. "Go on, open," his dad said. Jorge pulled back the top and saw a red thing. <b>Could it be?</b> he wondered. Then, he saw the basket. "A bike!" Jorge yelled.
Show Not Tell Feelings	I was sad. I cried.	Tears filled my eyes. Everything looked blurry. I tried to blink them away when suddenly they began to roll down my cheeks.







# AM I MAKING MY READER THINK?

In reading, we always want our students to make inferences.

“What is the character feeling?”

“What kind of person is this character?”

“What does the character really want/need?”

We want to write in a way that helps their reader INFER while reading:



“What is the character feeling?”

“What kind of person is this character?”

“What does the character really want/need?”





# EDITING

## Reread and Edit

Look for:

missing capitals?  
WONKY capitals?

Listen for:

missing punctuation?  
word study patterns?



The final stage of the writing cycle!

Students will use what they learn in phonics to:

- Fix up spelling
- Add punctuation
- Check for capitals





# HOW DO STUDENTS REMEMBER WHAT TO INCLUDE?

## MENTOR TEXT

Dialogue  
 "Mitzi, it's time for your bath! Where are you?" I called. I went around the house looking for her. I checked under the couch. No Mitzi. I checked under the table. No Mitzi. "Where could she be?" I thought. Finally, it hit me. "I know where she is!" I screamed. I ran into the bedroom and looked under the bed. "There you are!" I yelled. "Mitzi, come here now!" Mitzi did not budge. She just sat there, staring back at me. I tried to reach my arm

← Action  
 ← inner thought  
 ← dialogue  
 ← action

## CHECKLIST

Narrative Writing Checklist					
Grade 2					
STRUCTURE					
Overall	I wrote about one time when I did something.				
	Did I do it like a second grader?			NOT YET	STARTING TO
				YES	YES
Lead		I thought about how to write a good beginning and chose a way to start my story. I chose the action, talk, or setting that would make a good beginning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transitions		I told the story in order by using words such as when, then, and after.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ending		I chose the action, talk, or feeling that would make a good ending.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Organization		I wrote a lot of lines on a page and wrote across a lot of pages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>





# PUBLISHING

Making our story look like a finished book

- Re-writing using a pencil to make it readable
- Adding pictures
- Sometimes adding a cover page





## WHAT COULD WE DO AT HOME?



There are so many ways to practice writing at home!









- Have your child write about their day in a journal
- When your child is telling a story, ask them “what did you say? What did you do? What did you think?”
- Encourage them to sound out tricky words first before asking you for help



# 2nd Grade Math



# The Standards for Mathematical Practice

Standard for Mathematical Practice	Student Friendly Language
1. Make sense of problems and persevere in solving them. 	<ul style="list-style-type: none"><li>I can try many times to understand and solve a math problem.</li></ul>
2. Reason abstractly and quantitatively. 	<ul style="list-style-type: none"><li>I can think about the math problem in my head, first.</li></ul>
3. Construct viable arguments and critique the reasoning of others. 	<ul style="list-style-type: none"><li>I can make a plan, called a strategy, to solve the problem and discuss other students' strategies too.</li></ul>
4. Model with mathematics. 	<ul style="list-style-type: none"><li>I can use math symbols and numbers to solve the problem.</li></ul>
5. Use appropriate tools strategically. 	<ul style="list-style-type: none"><li>I can use math tools, pictures, drawings, and objects to solve the problem.</li></ul>
6. Attend to precision. 	<ul style="list-style-type: none"><li>I can check to see if my strategy and calculations are correct.</li></ul>
7. Look for and make use of structure 	<ul style="list-style-type: none"><li>I can use what I already know about math to solve the problem.</li></ul>
8. Look for and express regularity in repeated reasoning. 	<ul style="list-style-type: none"><li>I can use a strategy that I used to solve another math problem.</li></ul>

# Math Units

1. Place Value Concepts Through Metric Measurement and Data · Place Value, Counting, and Comparing Within 1,000
2. Addition and Subtraction Within 200
3. Shapes and Time with Fraction Concepts
4. Addition and Subtraction Within 1,000
5. Money, Data, and Customary Measurement
6. Multiplication and Division Foundations





# Module 1: Place Value Concepts Through Metric Measurement and Data · Place Value, Counting, and Comparing Within 1,000

- Create bar graphs, picture graphs, and data tables
- Use graphs to solve multiple types of word problems
- Use metric unit to measure with a ruler
- Estimate length of objects with measurement benchmarks
- Solve multiple types of word problems about measurement
- Connect the metric system to place value



# Module 2: Addition and Subtraction Within 200

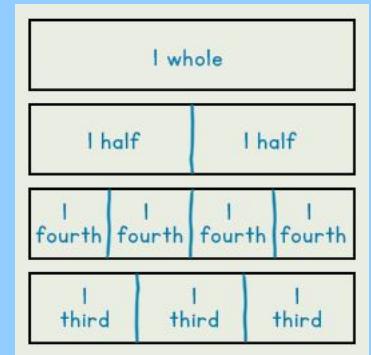
- Students use the properties of operations, the relationships between numbers, and place value understanding to add and subtract within 200. Students apply these operations to representing and solving various word problems.

The image displays four different strategies for solving the addition problem  $57 + 39 = 96$ .

- Top Left:** A decomposition strategy. It shows  $57 + 39 = \underline{96}$ . Below this, the numbers are broken down into tens and ones:  $50 + 30 + 7 + 9$ . Two V-shaped lines connect 50 and 30 to 80, and 7 and 9 to 16. The final equation is  $80 + 16 = 96$ .
- Top Right:** A number line strategy. It shows  $57 + 39 = 96$ . A horizontal number line has tick marks at 57, 96, and 97. A purple arc starts at 57 and ends at 96, with "+ 40" written above it. A smaller purple arc starts at 96 and ends at 97, with "- 1" written above it.
- Bottom Left:** A jump strategy. It shows  $57 + 39 = 96$ . Below, a sequence of numbers is shown with arrows indicating jumps:  $57 \xrightarrow{+30} 87 \xrightarrow{+3} 90 \xrightarrow{+6} 96$ .
- Bottom Right:** A compensation strategy. It shows  $57 + 39 = 96$ . Below, the numbers are rearranged: 56, 1, and 40. A purple oval encircles the 1 and 40, indicating that 1 is added to 56 to get 57, and 40 is added to 57 to get 97, which is then adjusted to 96.

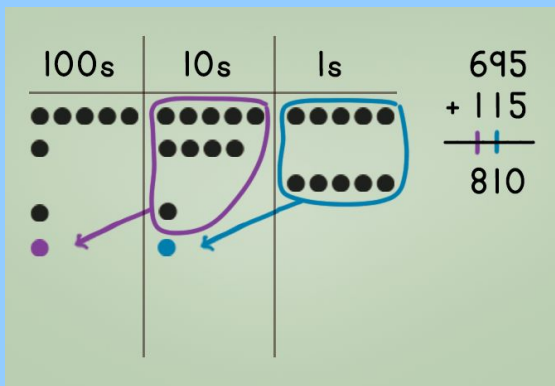
# Module 3: Shapes and Time with Fraction Concepts

- Recognize and characterize two-dimensional shapes by their defining attributes
- Identify, build, and describe polygons
- Decompose polygons into smaller shapes, and use those smaller shapes to show halves, thirds, and fourths
- Fundamentals of fractions
- Apply fraction knowledge to telling time (half past, quarter to, quarter past)



# Module 4: Addition and Subtraction Within 1,000

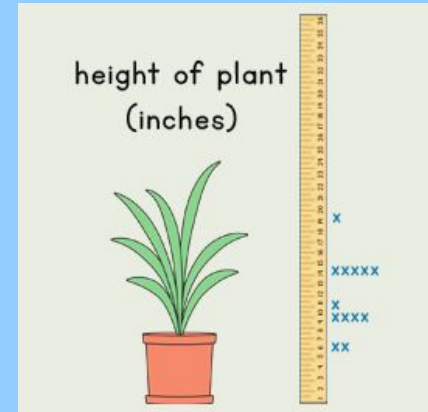
- Deepen place value understanding to mentally add and subtract tens and hundreds
- Solve problems with the unknown in various positions
- Solve one- and two-step word problems
- Use a variety of strategies to solve larger addition and subtraction problems, such as compensation



$$243 + \underline{\quad} = 583$$
$$243 + \xrightarrow{340} = 583$$

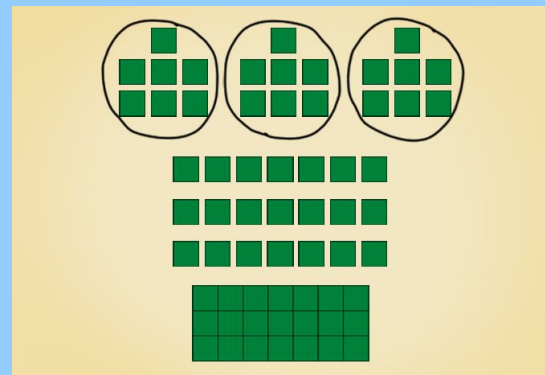
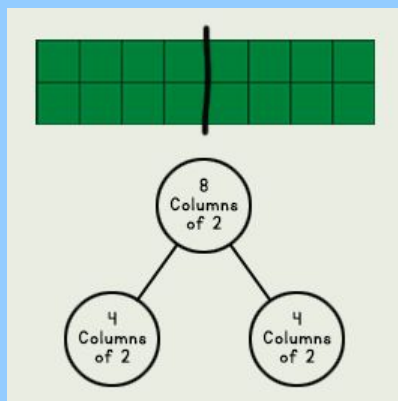
# Module 5: Money, Data, and Customary Measurement

- Engage in real-world application of place value strategies and properties of operations to solve problems with coins and bills
- Solve one- and two-step word problems involving money
- Use and understand customary units of length
- Estimate measurements using the customary system
- Record data on a line plot



# Module 6: Multiplication and Division Foundations

- Count and create equal groups, progressing from concrete to pictorial to abstract levels of representation
- Determine efficient ways to add multiple groups
- Introduction to arrays- students play with composing and decomposing arrays
- Understanding odd and even numbers



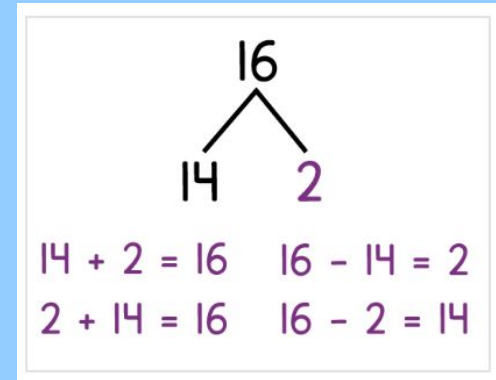
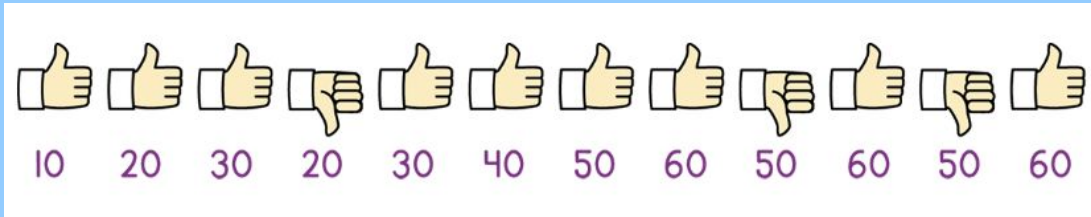
## Typical Structure of a Lesson

- Fluency (5 min)
- Launch (5 min)
- Learn (40 min)
- Land (10 min)



# Fluency

- Students practice basic fluency skills in an engaging structure
  - Happy Counting
  - Number Bonds
  - Place Value- Put Together and Take Apart





# Launch

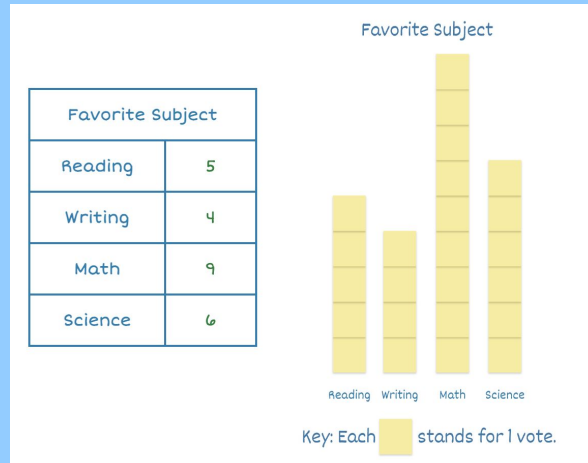
- Essential Question (Ex: Why are graphs useful?)
- Introduces key vocabulary

Vocabulary:
Key
Picture graph
Table
Data

Favorite Subject	
Reading	
Writing	
Math	
Science	

# Learn

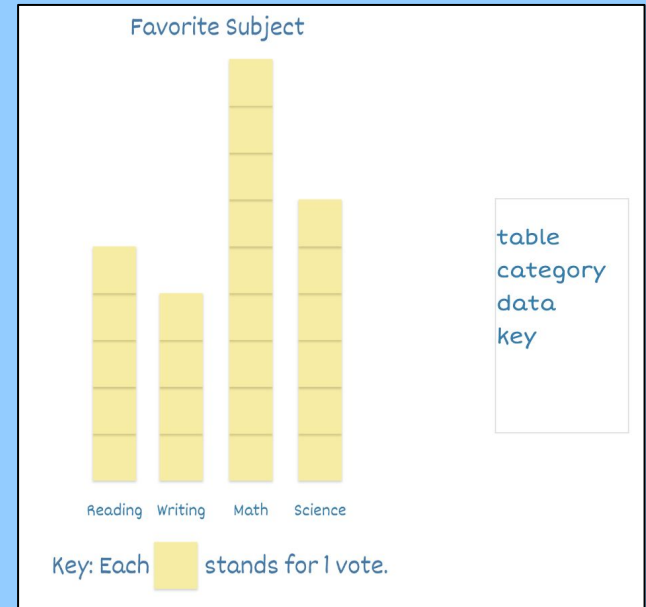
- Main part of the lesson
- Engaging, hands on activity (whole group, partner, independent, or a mix)
- Helps student investigate essential question



# Land

- Students come together to share their work
- Review new vocabulary, discuss new takeaways
- Refer back to essential question
- End with an exit ticket

Why are graphs useful?



# 2nd Grade Content Curriculum

# Social Emotional Learning.

This year we will be putting a large focus on  
**Social Emotional Learning.**

We want to build a strong understanding around personal identity.

## Identity includes...

- The qualities that make us special or unique.
- People, places, and things that we hold dear to our heart.

# Social Emotional

R- recognizing  
U- understanding  
L- labeling  
E- expressing  
R- regulating

Developed from  
The Yale Center for Emotional Intelligence

# Mood Meter

Panicked	Stressed	Tense	Shunned	M	Surprised	Upbeat	Motivated	Ecstatic
Furious	Frustrated	Nervous	Restless	⊙	Hyper	Cheerful	Enthusiastic	Inspired
Worried	Angry	Irritated	Annoyed	⊙	Energized	Lively	Focused	Excited
Troubled	Worried	Uneasy	Peeved	D	Pleasant	Joyful	Hopeful	Blissful
M	⊙	⊙	D	M	E	T	E	R
Festive	Concerned	Down	Apathetic	E	Easygoing	Chill	Content	Fulfilled
Grim	Lonely	Sad	Bored	T	Secure	Thoughtful	Satisfied	Grateful
Miserable	Sullen	Exhausted	Tired	E	Calm	Complacent	Restful	Balanced
Hopeless	Desolate	Spent	Drained	R	Sleepy	Relaxed	Tranquil	Serene

# Meta Moment



1. Something Happens



2. Sense



3. Stop



4. See your best self



5. Strategize



6. Succeed!

1. *Something happens*: We realize a trigger has set off an emotional response.

2. *Sense*: We recognize the shifts in our thoughts, body, and behavior.

3. *Stop*: We catch ourselves and focus on our breath to avoid being swept up by our emotions.

4. *See your best self*: We activate an image of our "best self" to change our mindset.

5. *Strategize*: We choose an effective emotion regulation strategy.

6. *Succeed*: We respond effectively.

Varies by person

5 finger breathing

Talk a walk (water)

# Class Charter

Class charters are based on how students want to feel in our classrooms each day. We brainstorm actions that we can take that will help each other feel those ways. We create a "contract" of things we will strive to accomplish as a community.

## Examples:

- We will be safe with our bodies and our words.
- We will be respectful to those around us.
- We will try our hardest in everything we do.



# Gratitude



KGG- PS11 is a Kind, Gentle, Grateful School!

In order to "marry" our RULER and identity work this school year we will be practicing gratitude.

Teachers will inspire this work authentically in our classroom day to day, but we also encourage that work to extend home!

# Behavior Matrix

(Goal: Students exemplify their “Best Self” anywhere and at anytime.)

<b>PS.11</b>	<b>Classrooms &amp; Specialty Classrooms</b>	<b>Restrooms &amp; Locker Room</b>	<b>Recess</b>	<b>Cafeteria</b>	<b>Hallway &amp; Stairs</b>
<b>Safety</b>	<p>Keep hands and feet to yourself.</p> <p>Ask permission to leave.</p> <p>Respect personal space.</p> <p>Use classroom materials appropriately.</p>	<p>Honor privacy.</p> <p>Do not play or climb.</p> <p>Wash your hands.</p>	<p>Keep hands and feet to yourself.</p> <p>Monkey bars for 2nd-5th only.</p> <p>Do <u>not</u> play fight.</p> <p>Follow directions the first time.</p> <p>Talk to an adult when you need help.</p>	<p>Walk safely.</p> <p>Stay seated and raise your hand to get up.</p> <p>Eat at your seat.</p> <p>Be seated when your teacher arrives.</p>	<p>Walk safely.</p> <p>Stay in your line spot.</p> <p>Go directly to your destination and then return to your classroom.</p>
<b>Respect</b>	<p>Take care of materials.</p> <p>Share and take turns.</p> <p>Be an active listener.</p>	<p>Use materials appropriately.</p> <p>Keep the space clean.</p> <p>Respect privacy.</p>	<p>Follow directions the first time.</p> <p>Take turns.</p> <p>Play fairly.</p> <p>Respect different play areas.</p> <p>Listen and respond to directions given by adults.</p>	<p>Clean up when lunch is over.</p> <p>Follow directions the first time.</p> <p>Listen and respond to directions given by adults.</p>	<p>Use a quiet voice.</p> <p>Respect work on bulletin boards.</p>
<b>KGG</b>	<p>Use kind words.</p> <p>Treat others the way you want to be treated.</p> <p>Show empathy.</p> <p>Show gratitude.</p> <p>Be inclusive and cooperative.</p>	<p>Be responsible &amp; patient.</p> <p>Honor privacy.</p>	<p>Invite others to play.</p> <p>Help others.</p> <p>Share space and equipment.</p> <p>Keep your hands and feet to yourself.</p>	<p>Use an indoor voice.</p> <p>Say please and thank you.</p> <p>Clean up after yourself.</p>	<p>Be mindful of classrooms that are learning.</p> <p>Keep hallways and stairs clean.</p>
<b>Integrity</b>	<p>Be your best self.</p> <p>Be honest.</p> <p><u>Up Think</u> about others before you act or speak.</p> <p>Take responsibility for your actions, words and feelings.</p>				

- School Wide
- Reinforced throughout the year
- Please review with your child



# Science



## Our Goals:

- ❑ Promote the love of science
- ❑ Have children questioning the world around them
- ❑ Inspire students to ask questions and seek the answers to their question.

Mystery Science provides ready-made science mysteries for elementary school students.

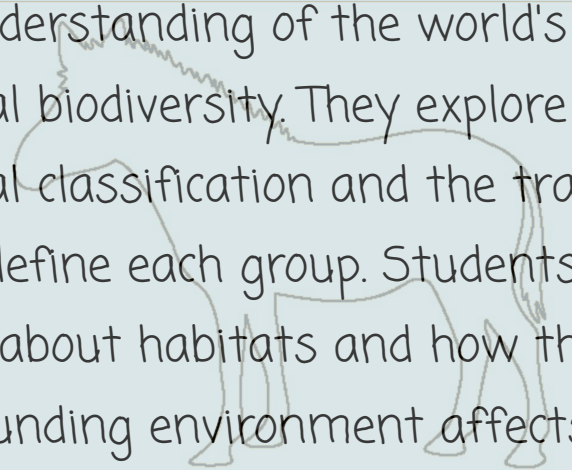
Each lesson contains a central mystery, discussion questions, supplemental reading, and a hands-on activity.

**MYSTERY** science

# Our First Two Science Units

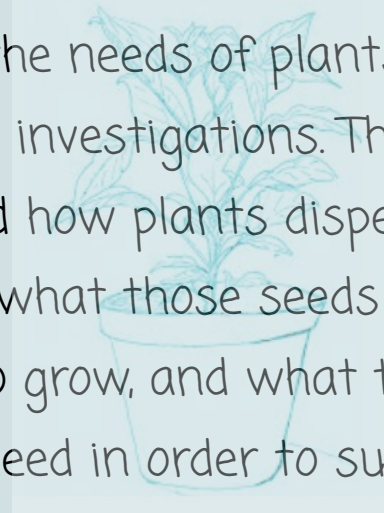
## Animal Adventures

In this unit, students begin to develop an understanding of the world's animal biodiversity. They explore animal classification and the traits that define each group. Students then learn about habitats and how the surrounding environment affects what organisms live in a particular environment.



## Plant Adventures

In this unit, students continue to explore the needs of plants through hands-on investigations. They explore why and how plants disperse their seeds, what those seeds need in order to grow, and what the adult plants need in order to survive and thrive.



# Our Last Two Science Units

## Work of Water

In this unit, students explore how water shapes the Earth's surface. Students construct and use models of mountains to demonstrate erosion. Students also construct and use model hills to determine the causes of erosion, and to design solutions to problems caused by erosion.

## Material Magic

In this unit, students explore the properties of materials and matter! They describe and classify different types of materials by properties like hardness, flexibility, and absorbency, and they investigate how those properties are useful in meeting basic human needs (such as clothing and cooking). They also investigate how heating and cooling affect the properties of materials.

# Social Studies



## Our Goals:

- ❑ Enable students to understand, participate in, and make informed decisions about their world.
- ❑ Develop an understanding of citizenship and their role in society.
- ❑ Provide students with skills to be productive problem solvers and decision makers

# Our First Two Social Studies

## Rights, Rules, and Responsibilities

### Essential Question:

What is government and why do people need laws?

- Citizenship
- Democracy
- National Symbols

## Urban, Rural, and Suburban Communities

### Essential Question:

How are communities the same and different?

- Features of different communities
- Similarities and differences
  - Interdependence



# Our Last Two Social Studies Units

## Our Community's Geography

### Essential Question:

How does geography influence where people live and why?

- ❑ Geography of New York City
- ❑ Mapmaking and Map reading skills
- ❑ Geographical features such as bodies of water, continents, hemispheres

## New York City Over Time

### Essential Question:

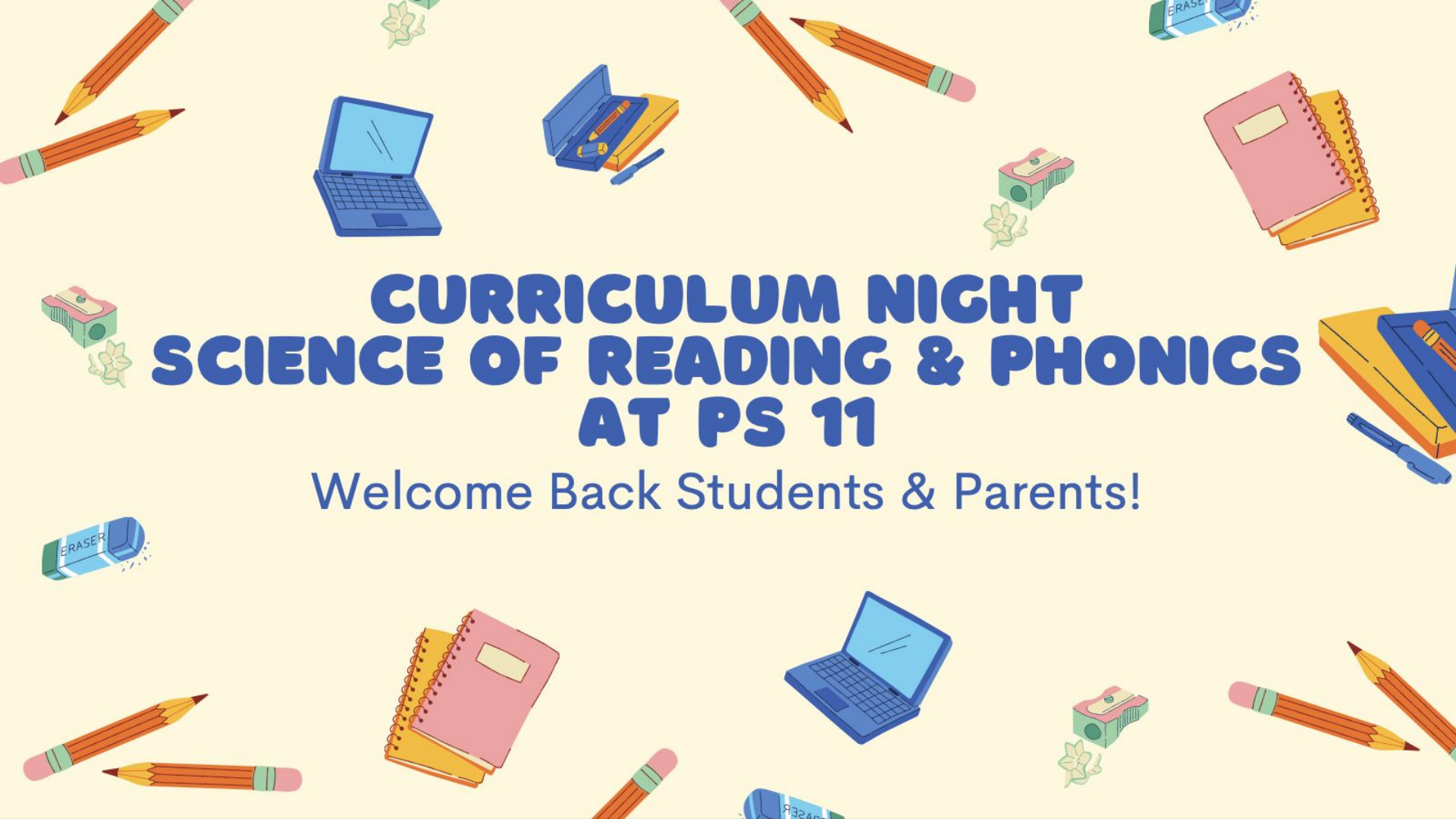
How and why do communities change over time?

- ❑ Changes in NYC from 1700s through current time
  - ❑ Population changes
  - ❑ Transportation changes
  - ❑ Landscape changes

# Parent Support

If you have any expertise in supporting any of our science or social studies curriculum areas, please reach out to your classroom teacher.

Questions?



# **CURRICULUM NIGHT SCIENCE OF READING & PHONICS AT PS 11**

Welcome Back Students & Parents!



# AGENDA

Welcome to a new school year. In this presentation you will learn:

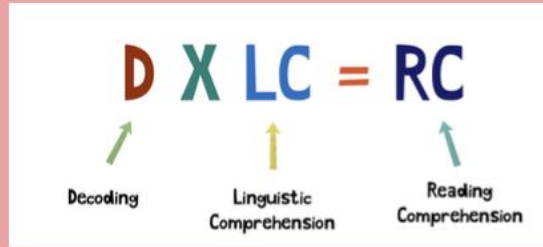
1. Our new Phonics Program- UFLI
2. School-wide changes
3. What lessons will look like at school
4. Parent Resources
5. Tips for reading at home



Developed for teachers, by teachers, with teachers

## What is UFLI Foundations?

UFLI Foundations is an **explicit** and **systematic** program created by the team at the University of Florida Literacy Institute (UFLI—pronounced “you fly”). The program introduces students to the foundational reading skills necessary for proficient reading. It follows a carefully developed scope and sequence designed to ensure that students systematically acquire each skill needed and learn to apply each skill with automaticity and confidence. The program is designed to be used for core instruction in the primary grades or for intervention with struggling students in any grade.



## Is UFLI Foundations research-based? Is UFLI Foundations evidence-based?

UFLI Foundations is research-based. This means it was developed to align with what decades of reading research has shown to be effective. We incorporated findings from research on word reading development and effective instruction to build an explicit and systematic program for teaching children to read and spell words.

UFLI Foundations is also evidence-based. Before releasing the program, we spent two full years developing and piloting each component. We observed lessons, and we got feedback from teachers who were using the program. Most importantly, we assessed student progress, and we found that students who received instruction using UFLI Foundations made significant gains in phonemic awareness, decoding, and oral reading fluency.

# K

## Suggested Plan

### Scope & Sequence At-a-Glance: All Concepts (K-2)

#### Alphabet

1. a /ă/
2. m /m/
3. s /s/
4. t /t/
5. VC & CVC Words
6. p /p/
7. f /f/
8. i /i/
9. n /n/
10. CVC Practice (a, i)
11. Nasalized A (am, an)
12. o /ô/
13. d /d/
14. c /k/
15. u /û/
16. g /g/
17. b /b/
18. e /ê/
19. VC & CVC Practice (all)
20. -s /s/
21. -z /z/
22. k /k/
23. h /h/
24. r /r/ Part 1
25. r /r/ Part 2
26. l /l/ Part 1
27. l /l/ Part 2, al
28. w /w/
29. j /j/
30. y /y/
31. x /ks/
32. qu /kw/
33. v /v/
34. z /z/

#### Alphabet Review & Longer Words

- (incl. CVC, CCVC, CVCC, CCVCC, & CCCVC)
35. Short A Review (incl. Nasalized A)
  36. Short I Review
  37. Short O Review
  38. Short A, I, O Review
  39. Short U Review
  40. Short E Review
  41. Short Vowels Review (all)

#### Digraphs

42. FLSZ Spelling Rule (ff, ll, ss, zz)
43. -all, -oll, -ull
44. ck /k/
45. sh /sh/
46. Voiced th /th/
47. Unvoiced th /th/
48. ch /ch/
49. Digraphs Review 1
50. wh /w/, ph /f/
51. ng /ŋ/
52. nk /ŋk/
53. Digraphs Review 2 (incl. CCCVC)

#### VCe

54. a\_e /â/
55. i\_e /î/
56. o\_e /ô/
57. VCe Review 1, e\_e /ê/
58. u\_e /û/, /yû/
59. VCe Review 2 (all)
60. \_ce /s/
61. \_ge /j/
62. VCe Review 3, VCe Exceptions

#### Reading Longer Words

63. -es
64. -ed
65. -ing
66. Closed & Open Syllables
67. Closed/Closed
68. Open/Closed

#### Ending Spelling Patterns

69. tch /ch/
70. dge /j/
71. tch /ch/, dge /j/ Review
72. Long VCC (-ild, -old, -ind, -olt, -ost)
73. y /î/
74. y /ê/
75. -le
76. Ending Patterns Review

#### R-Controlled Vowels

77. ar /ar/
78. or, ore /or/
79. ar /ar/ & or, ore /or/ Review
80. er /er/
81. ir, ur /er/
82. Spelling /er/: er, ir, ur, w + or
83. R-Controlled Vowels Review

#### Long Vowel Teams

84. ai, ay /â/
85. ee, ea, ey /ê/
86. oa, ow, oe /ô/
87. ie, igh /î/
88. Vowel Teams Review 1

#### Other Vowel Teams

89. oo, u /oo/
90. oo /û/
91. ew, ui, ue /û/
92. Vowel Teams Review 2
93. au, aw, augh /aw/
94. ea /ê/, a /ô/

#### Diphthongs

95. oi, oy /oi/
96. ou, ow /ow/
97. Vowel Teams & Diphthongs Review

#### Silent Letters

98. kn /n/, wr /r/, mb /m/

#### Suffixes & Prefixes

99. -s/-es
100. -er/-est
101. -ly
102. -less, -ful
103. un-
104. pre-, re-
105. dis-
106. Affixes Review 1

#### Suffix Spelling Changes

107. Doubling Rule -ed, -ing
108. Doubling Rule -er, -est
109. Drop -e Rule
110. -y to i Rule

#### Low Frequency Spellings

111. -ar, -or /er/
112. air, are, ear /air/
113. ear /ear/
114. Alternate /â/ (ei, ey, eigh, aigh, ea)
115. Alternate Long U (ew, eu, ue /yû/: ou /û/)
116. ough /aw/, /ô/
117. Signal Vowels (c /s/, g /j/)
118. ch /sh/, /k/: gn /n/, gh /g/: silent t

#### Additional Affixes

119. -sion, -tion
120. -ture
121. -er, -or, -ist
122. -ish
123. -y
124. -ness
125. -ment
126. -able, -ible
127. uni-, bi-, tri
128. Affixes Review 2



# Suggested Plan

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13. d /d/
14. c /k/
15. u /û/
16. g /g/
17. b /b/
18. e /ê/
19. VC & CVC Practice (all)
20. -s /s/
21. -s /z/
22. k /k/
23. h /h/
24. r /r/ Part 1
25. r /r/ Part 2
26. l /l/ Part 1
27. l /l/ Part 2, al
28. w /w/
29. j /j/
30. y /y/
31. x /ks/
32. qu /kw/
33. v /v/
34. z /z/

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82. Spelling /er/: er, ir, ur, w + or
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86. oa, ow, oe /ô/
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90. oo /û/
91. ew, ui, ue /û/
92. Vowel Teams Review 2
93. au, aw, augh /aw/
94. ea /ê/, a /ô/

### Diphthongs

95. oi, oy /oi/
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### Silent Letters

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116. ough /aw/, /ô/
117. Signal Vowels (c /s/, g /j/)
118. ch /sh/, /k/; gn /n/, gh /g/; silent t

### Additional Affixes

119. -sion, -tion
120. -ture
121. -er, -or, -ist
122. -ish
123. -y
124. -ness
125. -ment
126. -able, -ible
127. uni-, bi-, tri
128. Affixes Review 2



# 2

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26. l /l/ Part 1
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28. w /w/
29. j /j/
30. y /y/
31. x /ks/
32. qu /kw/
33. v /v/
34. z /z/

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#### Diphthongs

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#### Silent Letters

98. kn /n/, wr /r/, mb /m/

#### Suffixes & Prefixes

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121. -er, -or, -ist
122. -ish
123. -y
124. -ness
125. -ment
126. -able, -ible
127. uni-, bi-, tri
128. Affixes Review 2

# WHAT DOES EACH LESSON LOOK LIKE?

Suggested Pacing of UFLI Foundations Lesson Implementation				
Monday	Tuesday	Wednesday	Thursday	Friday
<b>Concept 1</b> Day 1	<b>Concept 1</b> Day 2	<b>Concept 2</b> Day 1	<b>Concept 2</b> Day 2	Review Assessment

1. Phonemic Awareness
2. Visual Drill
3. Auditory Drill
4. Blending Drill
5. New Concept
6. Word Work
7. Irregular Words
8. Connected Text

Lesson Number	Lesson Focus	Number of times /r/ is practiced
8	i /i/	41
9	n /n/	59
10	CVC	64
11	am/an	25
12	o /o/	14
13	d /d/	42
14	c /k/	17
15	u /u/	26
16	g /g/	21
17	b /b/	31
Total across 10 lessons:		<b>338</b>

# Changes at PS 11



Kindergarten CORE Phonics Survey

Name	Initial Sounds	Word Length	%
Initial sounds	1.26	1.26	1.26
Initial sounds	1.26	1.26	1.26
Initial sounds	1.26	1.26	1.26
Initial sounds	1.26	1.26	1.26
Initial sounds	1.26	1.26	1.26
Initial sounds	1.26	1.26	1.26
Initial sounds	1.26	1.26	1.26
Initial sounds	1.26	1.26	1.26
Initial sounds	1.26	1.26	1.26
Initial sounds	1.26	1.26	1.26
Initial sounds	1.26	1.26	1.26
Initial sounds	1.26	1.26	1.26
Initial sounds	1.26	1.26	1.26
Initial sounds	1.26	1.26	1.26
Initial sounds	1.26	1.26	1.26
Initial sounds	1.26	1.26	1.26
Initial sounds	1.26	1.26	1.26
Initial sounds	1.26	1.26	1.26
Initial sounds	1.26	1.26	1.26
Initial sounds	1.26	1.26	1.26
Initial sounds	1.26	1.26	1.26



## UFLI K-5

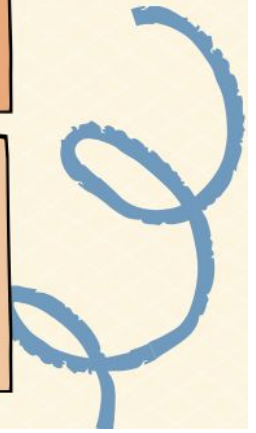
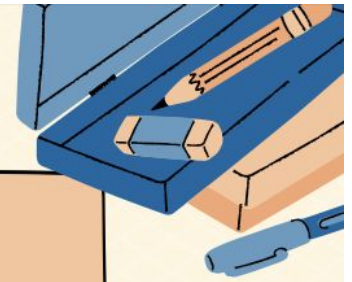
All Kindergarten-2nd grade classes will be using UFLI as their core phonics instruction. 3rd-5th grade classes will use it for intervention in reading and spelling.

## ASSESSMENT

Students will not receive any "reading level" until Level K. Students will first be administered a phonics based assessment. Once they pass all areas of the assessment, they will move into level K books. This assessment will also be used to create intervention plans for 3-5th graders.

## DECODABLE READERS

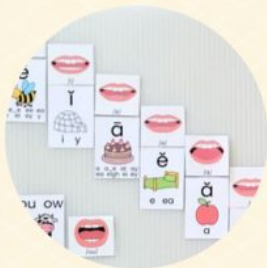
All students working on phonics patterns will be sent home with decodable readers, instead of book baggies with leveled readers. These books only contain words that your child can "sound out," and irregular words they have been taught.



Name: \_\_\_\_\_

	Fall (BOY Baseline)	Winter (January)	Spring (June)
A. Letter names - uppercase	___ / 26	___ / 26	___ / 26
B. Letter names - lowercase	___ / 26	___ / 26	___ / 26
C. Consonant sounds	___ / 21	___ / 21	___ / 21
D. Long vowel sounds	___ / 5	___ / 5	___ / 5
D. Short vowel sounds	___ / 5	___ / 5	___ / 5
E. Short vowels in CVC words	___ / 15	___ / 15	___ / 15
F. Consonant Blends with Short Vowels	___ / 15	___ / 15	___ / 15
G. Magic E	___ / 15	___ / 15	___ / 15
H. Digraphs and Trigraphs	___ / 15	___ / 15	___ / 15
I. Long vowel spellings	___ / 15	___ / 15	___ / 15
J. Bossy R	___ / 15	___ / 15	___ / 15
K. Variant Vowels	___ / 15	___ / 15	___ / 15
L. Low Frequency Vowel and Consonant Spellings	___ / 15	___ / 15	___ / 15
M. Multisyllabic words	___ / 24	___ / 24	___ / 24

# Changes at PS 11 Part 2



## SOUND WALL

In place of a “word wall” in your child’s classroom and writing folder, students will be using a “sound wall.” This is a visual and sound based tool that helps maps sounds to letters.

said



## HEART WORDS

We will be using the “heart word” method to teach irregular words. This method involves talking about the number of sounds in the word and identifying which part is a “rule breaker” that has to be memorized by “heart”- example here:  
<https://vimeo.com/368147184>



## WEEKLY PROGRESS MONITORING

Students will have a weekly “spelling test” that asks them to spell 4-5 words using the phonics patterns they were taught that week, and the irregular words they were taught. This is solely for teacher purposes and the results will not be sent home.

# Listening to Your Child Read

## Handling Errors

Use these prompts:

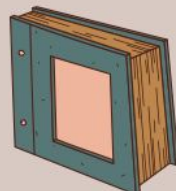
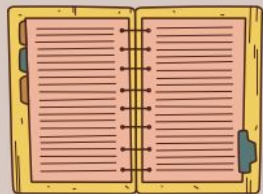
1. Look at **all** of the letters
2. Tap out each sound. What does it say?

If they don't know the sounds, tell them the sounds /c/ /a/ /t/ , what does that say?

\*Try to use connected phonation, holding the sounds out for them.

## General Reading Tips

1. Encourage looking at the words, NOT the pictures
2. Remind them to say each sound in the word.
3. After a difficult word is decoded, have them go back to the beginning of the sentence and read it again. This will help to promote fluency.
4. Never encourage guessing or looking at the picture for help.

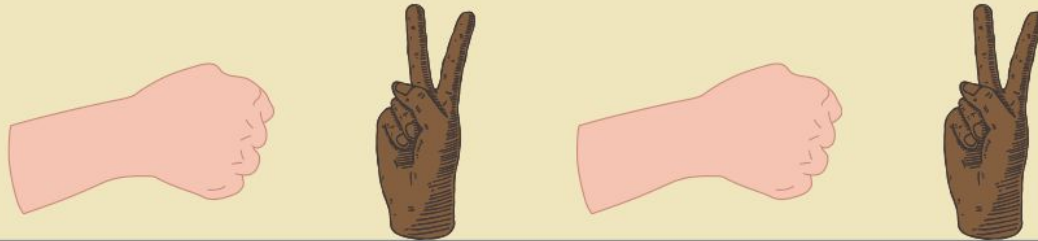




When children practice building and changing words, they are strengthening their word reading and spelling skills.



To spell words, children can use the "Pound and Sound" strategy. First, children pound a fist to represent the word (e.g., fish). Then, they use their fingers to tap out each of the individual sounds in the word (e.g., f-i-sh) to spell the word.





## Weekly Reading and Spelling Home Practice Guide

This school year, your child's teacher will be using the UFLI Foundations program for reading and spelling instruction. Your child will be learning **new concepts** (sounds and letter patterns) to build their skills in **reading and spelling words**. The UFLI Foundations program includes Home Practice sheets to help families support their child's learning at home. This is a guide for how to use these UFLI Foundations Home Practice sheets.

<b>New Concept and Sample Words</b>	The Home Practice sheet will have the new concept listed at the top with a list of <b>sample words</b> for each concept. Instead of having your child memorize these words, use them to help your child practice applying what they have learned about letters and sounds. To <b>read words</b> , your child should say the sound for each letter or letter combination (d-i-sh) and then blend the sounds to read the word (dish). To <b>spell words</b> , your child should break the word into sounds and write the letter or letter combination for each sound.
sh	
shop shin dish lash crush	

<b>Word Work Chains</b>	When children practice building and changing words using <b>word work chains</b> , they are strengthening their reading and spelling skills.
1. shin → ship → shop → shot 2. rash → dash → dish → wish	

<b>Sample Word Work Chain Script</b>	You can guide your child's practice by asking them to spell or read a new word. The Sample Word Work Chain Script shows how to alternate reading and spelling practice.
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shin → ship → shop → shot	Resources for Word Work:
1. Make the word <b>shin</b> . [spelling] 2. Change the <b>n</b> to <b>p</b> . What word is this? [reading] 3. Change <b>ship</b> to <b>shop</b> . [spelling] 4. Change the <b>p</b> to <b>t</b> . What word is this? [reading]	  

<b>New Irregular Words</b>	Your child will also learn to <b>read and spell irregular words</b> . These words have a tricky part, and that part needs to be learned "by heart." The rest of the word can be sounded out. An asterisk* next to a word indicates that the word is temporarily irregular. This just means your child hasn't yet learned all the letter-sound connections in the word.
said, we*	

<b>Sentences</b>	It is important for children to have opportunities to practice applying new letter-sound connections in connected text (sentences and books). Have your child practice both <b>reading and spelling the sentences</b> provided.
1. We go to the shop. 2. She said to pick up the trash.	



## Home Practice

<b>New Concept and Sample Words</b>
sh
shop shin shed dish lash crush

<b>New Irregular Words</b>
she*, we*

<b>Word Work Chains</b>
1. shin → ship → shop → shot 2. rash → dash → dish → wish
<b>Sample Word Work Chain Script</b>
shin → ship → shop → shot
1. Make the word <b>shin</b> . [spelling] 2. Change the <b>n</b> to <b>p</b> . What word is this? [reading] 3. Change <b>ship</b> to <b>shop</b> . [spelling] 4. Change the <b>p</b> to <b>t</b> . What word is this? [reading]

<b>Sentences</b>
1. She has a fish. 2. We go get the trash.



## EXTRA RESOURCES



UFLI PARENT RESOURCES

# Save the Date: October 24, 2023

Additional Phonics Meeting:  
Science of Reading Background  
More UFLI Information  
Q&A For Parents