

	Step 2.1	Step 2.2	Step 2.3
Essential Questions	What is a welded sound? What is a closed syllable and how do I identify one? How do I pronounce words that contain welded sounds?	What is a blend? What is a digraph? What is a digraph blend? How do I pronounce and spell words that contain blends, digraphs, and digraph blends?	What is a welded sound? What are exceptions to the closed syllables and how do I identify them? When we have exceptions to the closed syllable in words, what sound does the vowel then make?
Content	-Pronunciation and identification of welded letter combinations and their key words: ang-fang, ank-bank, ing-ring, ink-pink, ong-song, onk-honk, ung-lung, unk-junk -definition and identification of closed syllables creating short vowels -how to mark the closed syllable	<ul style="list-style-type: none"> • Differentiating between blends and digraphs • Identifying blends and segment up to four sounds in a closed syllable • Reading a blend and segmenting up to four sounds in a closed syllable 	<ul style="list-style-type: none"> • Pronunciation and identification of welded letter combinations and their key words: ild-wild, old-cold, olt-colt, ind-kind, ost-host • Explanation of closed syllables within words making the vowels within the words have a long vowel sound • How to mark the exception to the closed syllable rule when seen within words.
Skills	-encoding -decoding -reading comprehension using controlled text -building sight words and vocabulary knowledge -reading fluency using controlled text -review of previously learned sounds (expressively and receptively)	-encoding -decoding -reading comprehension using controlled text -building sight words and vocabulary knowledge -reading fluency using controlled text -review of previously learned sounds (expressively and receptively)	-encoding -decoding -reading comprehension using controlled text -building sight words and vocabulary knowledge -reading fluency using controlled text -review of previously learned sounds (expressively and receptively)
NJ Core Content Standard	S 3.1, S 3.2, S 3.3, S 3.4	S 3.1, S 3.2, S 3.3, S 3.4	S 3.1, S 3.2, S 3.3, S 3.4
Assessments	WADE, Post tests, informal teacher assessments, weekly dictations using real and nonsense words, weekly charting of real and nonsense words, comprehension activities (retelling stories, drawing pictures of stories, rewriting stories, etc.)	WADE, Post tests, informal teacher assessments, weekly dictations using real and nonsense words, weekly charting of real and nonsense words, comprehension activities (retelling stories, drawing pictures of stories, rewriting stories, etc.)	WADE, Post tests, informal teacher assessments, weekly dictations using real and nonsense words, weekly charting of real and nonsense words, comprehension activities (retelling stories, drawing pictures of stories, rewriting stories, etc.)

Step 2.4

Step 2.5

Essential Questions	How do I blend and segment words up to five sounds in a closed syllable? How do I pronounce and spell them correctly in isolation or within context?	What is a 3-letter blend? How do I blend and segment words up to six sounds in a closed syllable? How do I pronounce and spell them correctly in isolation or within context?
Content	-Identifying blends and segment up to five sounds in a closed syllable -Reading a blend and segmenting up to five sounds in a closed syllable	-Identifying and pronouncing 3-letter blends -Identifying blends and segment up to six sounds in a closed syllable -Reading a blend and segmenting up to six sounds in a closed syllable
Skills	-encoding -decoding -reading comprehension using controlled text -building sight words and vocabulary knowledge -reading fluency using controlled text -review of previously learned sounds (expressively and receptively)	-encoding -decoding -reading comprehension using controlled text -building sight words and vocabulary knowledge -reading fluency using controlled text -review of previously learned sounds (expressively and receptively)
NJ Core Content Standards	S 3.1, S 3.2, S 3.3, S 3.4	S 3.1, S 3.2, S 3.3, S 3.4
Assessments	WADE, Post tests, informal teacher assessments, weekly dictations using real and nonsense words, weekly charting of real and nonsense words, comprehension activities (retelling stories, drawing pictures of stories, rewriting stories, etc.)	WADE, Post tests, informal teacher assessments, weekly dictations using real and nonsense words, weekly charting of real and nonsense words, comprehension activities (retelling stories, drawing pictures of stories, rewriting stories, etc.)

