Department of Curriculum & Instruction

Revision Date	April 13, 2020

Second Grade ELAR

Unit	2-7
Time Frame	3/15-4/16
Big Ideas	1. You can develop and follow a research plan. 2. Prefixes and suffixes have both a decodable pronunciation and a meaning.
Essential Questions	1. How do you develop and follow a research plan? 2. What do common prefixes and suffixes mean?

Tier I Instructional Strategies – Classroom Instruction for All Students					
Essential components of effective reading and Writing Instruction					
PA	Phonics	Fluency	Vocabulary	Comprehension	Writing/Response
* Provide explicit and systematic instruction of skills * Link sounds to letters as soon as possible	* Provide explicit, systematic phonics instruction that teaches sound, symbol, and formation together * Provide explicit instruction in blending sounds to read words * Teach decoding and encoding within the same lesson	* Provide substantial practice in decoding and encoding words accurately * Provide corrective feedback * Provide examples of fluent reading through read-alouds	* Expose students to new vocabulary by sharing texts across genres and content * Ensure students are exposed to new words repeatedly * Directly instruct four to six tier 2 words before reading a text	* Actively engage students in thinking about text * Systematically explain and model comprehension strategies * Use graphic organizers to represent concepts	* Directly teach the writing process * Provide opportunities to write daily *Directly teach traits of writing

Beginning Reading and Spelling

Phonological Awareness

Although you have directly instructed all required phonological awareness skills from the TEKS, it is important to note that the underlying issue for struggling readers tends to be underdeveloped phonological awareness. Therefore, you may find it wise to revisit previously instructed phonological skills if you have half of your class or more struggling to read grade level text with accuracy and fluency.

Phonics-Spelling-Handwriting	Instructional Strategies	Resources

decoding words with short, long, or variant vowels, trigraphs, and blends **(2.2Bi)**

decoding multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including vowel digraphs and diphthongs, and r-controlled syllables and final stable syllables (**2.2Biii)**

identify and **read** high frequency words from a research-based list **(2.2Bvii)**

spell one syllable and multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including vowel digraphs and diphthongs, and r-controlled syllables and final stable syllables (**2.2Ci)**

develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters **(2.2E)**

High Frequency Words

Move, well, our, such, because, land, hand, picture, different, live, house, world

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Phonic Concepts Weekly Tier 1 Phonics lessons
Homophones
Suffix: Er, est, y, ly, ful
Review the doubling rule for the final consonant when adding a vowel suffix
Prefix: re, un, over, pre, mis
Final stable syllable: Cle, tion, ture

Basic phonic lesson format:

Review- short review of letters or concept previously taught
Teach new- directly instruct one new concept
Decode- students sound out words with new concept (+/-5 words)
Encode- students spell words with new concept (3-5 words)
Connected text- students read a text that allows them to practice reading with the new concept

Weekly Tier 1 Phonics lessons

High Frequency Word introduction:
1. Teacher says word
2. Student repeats word
3. Teacher guides students to segment each sound
4. Teacher writes while segmenting
5. If the word is irregular, teacher points out the part you need to know by heart.

Teach both the pronunciation and meaning of prefixes and suffixes concurrently.

Re: back or again
Un: not, opposite, undo, reverse
Over: more than or too much
Pre: before or earlier
Mis: bad or badly or wrong or wrongly
-er: one who, that which
-est: the most or best
-y: inclined to
-ly: like or manner of
-ful: full of

Phonics
Suffix -er, est (Module 2: T384-T385)
Prefix un-, re- (Module 3: T212-T213)
Suffix -ful (Module 5: T198-T199)
Suffix -ful in Multisyllabic Words (T212-T213)
Suffix -ful (Module 5: 182-T183)
Suffix -y, -ly (Module 6: T280-t281)
Suffix -y, -ly (Module 6: T294-T295)
Suffix -y, -ly (Module 6: T308-T309)
Prefix mis- (Module 6: T354-T355)
Prefix mis- (Module 6: T370-T371)
Inflections with Spelling Changes (Module 6:T384-T385)
Prefix pre- (Module 9: T32-T33)
Prefix pre- (Module 9: T46-T47)
Prefix pre- in multisyllabic words (Module 9: T60-T61)

Syllable Learning tip
A final stable syllable is the final syllable in a word that is consistently pronounced the same way such as tion, ture, and consonant-le like ble, cle, and so on.

Homophone resource list:
Buy, by, bye
Creek, creak
Fare, fair
Flour, flower
Hoarse, horse
Hole, whole
Hair, hare
Their, there, they're
Rode, road
Maid, made
Knight, night
Right, write

Comparative form -er:
Brighter, sharper, shorter, quicker, lighter, cleaner, greater, slower, braver, dimmer, farther, hotter, longer, milder

Superlative form -est:
Brightest, sharpest, shortest, quickest, lightest, cleanest, greatest, slowest, bravest, dimmest, farthest, hottest, longest, mildest

Virtual Learning Instructional Resources
Fly Leaf online decodable books for students
Community Reading Project Link for online learning
Center for Development and Learning YouTube channel
Orton Gillingham blending videos YouTube
95% group online lessons
UF virtual teaching resources
The Reading Bear learning to read website
Kid Zone online activities

| | Consonant + le (Module 9: T182-T183)
Consonant + le (Module 9: T198-T199)
Syllable Types (Module 9: T212-T213)
Prefix mis- (Module 10: T280-T281)
Prefix mis- (Module 10: T294-T295)
Affixes Review (Module 10: T308-T309)

Spelling and Handwriting
-ed, -ing (Module 10: T282-T283)
-ed, -ing (Module 10: T356-T357)
Homophones (Module 5: T184-T185) | **High Frequency Words**
Concentrating on Sight Words: Promoting Reading and Writing Fluency

High Frequency Words Review: Promoting Reading and Writing Fluency
Final Stable Syllable
Map and Swoop: Students map graphemes to phonemes and mark syllables within words.

Six Way Syllable Sort: Students will sort words by syllable types.

Syllable Trivia: Students identify syllable patterns by playing a game.

Affixes
Covering the Bases: Students identify inflections and base words by playing a game

Parting Words: Students analyze words by identifying the base word and inflections

Affix Hunt: Students segment words into base words and affixes.

Front or Back: Students add affixes to make words

Word Construction: Students combine base words and affixes to make new words

Building Words Using Prefixes

Building Words Using Suffixes

Root Words, Roots, and Affixes

Use Words to Teach Words (affixes)

Attack the Word

Blooming Prefixes and Suffixes
Homophones
Homophone Hunt: Students choose the correct homophone in a flip book to complete sentences.

Homograph Hitch: Students identify the meaning of homographs by playing a matching game |

		Making Homonym Flash Cards
		Homonym Definition Match
		Homonym Clues
		Editing for Homonyms

Fluency

TEKS	Instructional Strategies	Resources
use appropriate fluency (accuracy, rate, and prosody) when reading grade level text **(2.4A)**	Make sure accuracy is in place and then work on rate and prosody. **Build rate through rereading**: 1. Student reads a text for 1 minute while teacher collects WCPM for cold read data. 2. Teacher provides feedback 3. Student rereads the text 2-3 times 4. Teacher collects WCPM data for the hot read. (cold read data is used to track instructional increases in fluency and hot read data is used for student tracking for motivation purposes) **Build rate through choral reading**: Teacher sets the pace for the choral read and fades voice as possible as long as students maintain the set rate. If rate begins to drop, teacher's voice gets a little louder to reset the pace. **Build prosody through sentence scooping**: Have students scoop words in a sentence to make the reading sound like talking. Expression (Module 5: T59) Phrasing (Module 5: T135) Intonation (Module 5: T211)	Document Camera for Shared Reading: Supporting the Development of Decoding and Fluency The F in The CAFE: Building Fluent Readers who Read with Ease, Accuracy and Expression Timed Repeated Reading: Building Fluency by Rereading Text

Comprehension

TEKS	Instructional Strategies	Resources
recognize characteristics of informational text including features and graphics to locate and gain information **(2.9Dii)**	Text Features Minilesson (Module 7: T76-T77) Text Features Anchor Chart Monitor and Clarify Mini Lesson (Module 7: T126-T127) Monitor and Clarify Anchor Chart	Book Look: Students identify parts of a book by completing an activity sheet. Check Your Facts!: Promoting Critical Analysis of Non-Fiction Books

	Text Organization Mini Lesson (Module 7: T140-T141)	Simple Machines: Introducing Non-Fiction Text Features
	Text Organization Anchor Chart	
	Text Features Mini Lesson (Module 8: T284-T285)	
	Text Features Mini Lesson (Module 8: T298-T299)	
	Evaluate Lesson Plan (Module 8: T312-T313)	
	Evaluate Anchor Chart	
	Text Features Mini Lesson (Module 9: T140-T141)	
	Text Features Minilesson (Module 6: T284-T285)	
	Text Features Minilesson (Module 6: T412-T413)	
	Text Features Minilesson (Module 6: T436-T437)	

Writing

TEKS	Instructional Strategies	Resources
compose informational texts, including procedural texts and reports **(2.12B)**	Write a research report	Scaffolding informational text link
generate questions for formal and informal inquiry with adult assistance **(2.13A)**	Module 9- Research Report (W130-144)	Paragraph Rules: Practicing Paragraph Writing
develop and follow a research plan with adult assistance **(2.13B)**	Select a Research Topic Minilesson (Module 2: T336-T337)	Pocket Research: Organizing Information for Report Writing
identify and **gather** relevant sources and information to answer the questions **(2.13C)**	Select a Topic Anchor Chart Research Questions Minilesson (Module 7: T88-T89)	
identify primary and secondary sources **(2.13D)**	Research Questions Anchor Chart	Community Features: Developing Research and Writing Skills
demonstrate understanding of information gathered **(2.13E)**	Follow a Research Plan Minilesson (Module 10: T336-T337)	
cite sources appropriately **(2.13F)**	Follow a Research Plan Anchor Chart	Countries of the World:Developing Research Skills
use an appropriate mode of delivery, whether written, oral, or multimodal to present results **(2.13G)**	Reference Sources Minilesson (Module 8: T334-T335) Choose and Use Sources Minilesson (Module 8: T336-T337) Research Sources Anchor Chart	

Vocabulary

TEKS	Instructional Strategies	Resources
identify the meaning of and use words with affixes un-, re-, -ly, -er, and -est and ion/tion/sion **(2.3C)**	Teach both the pronunciation and meaning of prefixes and suffixes concurrently. Use word sums to help students understand how longer words are built using prefixes, base words, and suffixes.	Re: back or again Un: not, opposite, undo, reverse Over: more than or too much Pre: before or earlier Mis: bad or badly or wrong or wrongly -er: one who, that which -est: the most or best -y: inclined to -ly: like or manner of -ful: full of

Reject, rejected, rejection, rejections
Inject, injected, injection, injections

Build words by moving from left to right.
-er, -est (Module 2: T323)
un-, re- (Module 3: T75)
-ly (Module 5: T75)
-er, -es (Module 6: T323)
Homophones (Module 6: T334-T335)
un-, re- (Module 6: T398-T399)
-ion, -tion, -sion (Module 10: T323)
-ly (Module 10: T398-T399)
-ion, -tion, -sion (Module 10: T474-T475)

Text: How to Make a Timeline
Words: timeline, statements, arrange, current, ashamed, elders, overflowing, pride (Module 7: T124-T125)

Text: How to Make a Timeline
Words: timeline, statements, arrange, current (Module 7: T138-T139)

Text: From Seed to Pine Tree: Following the Life Cycle
Words: winged, rise, scales, mature, trapping, lumber (Module 8: T296-T297)
Text: Experiment with What a Plant Needs to Grow

Affix Match: Students match affixes to their meanings by playing a memory game.

Affix Action: Students identify the meaning of words with affixes by matching them to their definitions.

Build-a-Word: Students add affixes to make words and use new words in sentences

Sentence Match: Students identify the meaning of affixes and base words by playing a matching game

Word Sort: Prefixes and Suffixes

Root a Word

Words: minerals, fuels, process, provides, sprout, moisten,
seedlings, spikey (Module 8: T310-T311)

Text: Sea Otter Pups
Words: surface, wraps, attached, crack (Module 9: T138-T139)

Text: Get Ready for Weather
Words: gusts, flash, supplies, layers
(Module 6: T410-T411)

Text: Fall Leaves
Words: dimmer, hemisphere, squirm, produce, substance, drain
(Module 6: T434T435)

ELPS	Linguistic Accommodations
5B Write using newly acquired basic vocabulary and content-based grade-level vocabulary	The prefix _____ means _____ so the word _____ means _____. The suffix _____ means _____ so the word _____ means _____.

Strategies for Struggling Students (S3)

Tools4reading has a set of phonics lessons that are systematic and sequential. You will need to create a free account and then access the West Virginia Phonics Lessons.
Lesson Plans for intervention
Intervention activities across the 5 components of effective reading instruction

Assessment Items

Unit assessment