

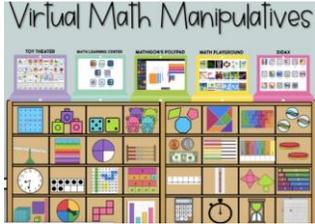


Department of Curriculum & Instruction

Second Grade ELAR

Unit	2-2
Time Frame	10/5-10/30
Big Ideas	<ol style="list-style-type: none"> 1. We can break longer words into syllables to make reading and spelling easier. 2. Authors use various structures to advance their purpose for writing texts including poetry.
Essential Questions	<ol style="list-style-type: none"> 1. How do we break words into their syllables? 2. What structures do authors use when writing poetry?

To access live links in HMH, open HMH online, click on the Discover tab, then click on the teacher resources button. Access your curriculum document online and the direct links should work. [Click here for a how-to.](#)

Tier I Instructional Strategies – Classroom Instruction for All Students														
Virtual Instruction Resources														
<p>Screencastify tutorial</p> <p>How to make a drag and drop activity 1</p> <p>How to make a drag and drop activity 2</p> <p>Canvas Cheat Sheet</p> 	<table border="1"> <thead> <tr> <th>CHROME</th> <th>DRIVE</th> <th>SLIDES</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Copyright and Fair Use</td> <td>Create Folders</td> <td>Add a Timer</td> </tr> <tr> <td>How to add a Bookmark</td> <td>Different Drive Bookmarks</td> <td>Add a Video</td> </tr> </tbody> </table> 	CHROME	DRIVE	SLIDES				Copyright and Fair Use	Create Folders	Add a Timer	How to add a Bookmark	Different Drive Bookmarks	Add a Video	<p>The Reading Bear learning to read website</p> <p>GraphoGame</p> 
CHROME	DRIVE	SLIDES												
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Essential components of effective reading and Writing Instruction														



PA	Phonics	Fluency	Vocabulary	Comprehension	Writing/Response
<ul style="list-style-type: none"> * Provide explicit and systematic instruction of skills * Link sounds to letters as soon as possible 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * Provide substantial practice in decoding and encoding words accurately * Provide corrective feedback * Provide examples of fluent reading through read-alouds 	<ul style="list-style-type: none"> * 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 	<ul style="list-style-type: none"> * Actively engage students in thinking about text * Systematically explain and model comprehension strategies * Use graphic organizers to represent concepts 	<ul style="list-style-type: none"> * 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
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<p>decoding words with short, long, or variant vowels, trigraphs, and blends (2.2Bi)</p> <p>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)</p> <p>decoding compound words, contractions, and common abbreviations (2.2Biv)</p> <p>decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV (2.Bv)</p> <p>decoding words with prefixes including un-, re-, and dis- and inflectional endings including -s, -es, -ed, -ing, -er, and -est (2.2Bvi)</p> <p>identify and read high frequency words from a research-based list (2.2Bvii)</p> <p>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)</p>	<p>Basic phonic lesson format:</p> <p>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</p> <p>Weekly Tier 1 Phonics lessons</p> <p>HMH</p> <p>Phonics: Long o, e, u T280-T281 T294-T295</p> <p>Phonics: Review of Long Vowels T308, T309, T321</p> <p>Phonics: Short v. Long Vowels T354-T355 T370-T371</p> <p>Phonics: Initial Blends T430-T431</p>	<p>Double consonant resource list:</p> <p>Tennis, sudden, puppet, gossip, blossom, collect, common, bonnet, coffin, ribbon, kitten, mitten, lesson, happen, mammal, gallon, attic, button, bottom, funnel, possum, rabbit, muffin, sudden, juggle, traffic</p> <p><u>Syllable division Learning tip</u></p> <p>When dividing the VCCCV structure, it is important to remember that we usually keep blends or digraphs together.</p> <p>VCCCV or VCCCVV division resource list:</p> <p>Shipwreck, craftsman, backpack, bandbox, bathtub, blacksmith, buckskin, pickpocket, windmill, dishpan, freshman, hopscotch, bellhop, crabgrass, jackrabbit, muskrat, children, enchant, subtract</p> <p><u>Adding inflectional endings that start with a vowel tip</u></p> <p>Although there is a doubling rule when adding an inflectional ending that starts with a vowel, for this unit we will focus on words in which you “just add” the ending.</p> <ol style="list-style-type: none"> 1. Just add after a digraph. 2. Just add after an ending blend.
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<p>spelling compound words, contractions, and common abbreviations (2.2Ciii)</p> <p>spelling multisyllabic words with multiple sound-spelling patterns (2.2Civ)</p> <p>spelling words using knowledge of syllable division patterns including words with double consonants in the middle of the word (2.2Cv)</p> <p>spelling words with prefixes including un-, re-, and dis- and inflectional endings including -s, -es, -ed, -ing, -er, and -est (2.2Cvi)</p> <p>develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters (2.2E)</p>	<p>T446-T447</p> <p>Digraphs (Module 3) T184-185 T198-T199</p> <p>Phonics: Inflectional Endings -er and -est T384-T385, -s and -es T460-T461, T473</p> <p>Module 9: T106-T107, T122-T123 3 Letter Blends Module</p> <p>Final Double Consonants (Module 3: T106-T107, T122-T123)</p> <p>Module 3: T182-T183 Consonant Digraphs</p> <p>Module 4: T280-T281, T294-T295 Consonant Digraphs: -k, -ck</p>	<p>Just add resource list:</p> <p>Shipwreck, backpack, blacksmith, windmill, enchant, subtract, camp, bank, pick, jump, wink, bump, ask, lump, blink, slump, flunk, help, kick, pack, yank, risk, stamp, crush, splash, fish, munch, drift, grant, blast, last, trust, twist, print, sand, slant, wilt, damp, crisp</p> <p>Digraphs Digraph Memory- Students match digraphs with a picture of a word that includes that digraph. Digraph Bingo- Students play bingo using picture cards and digraphs. Digraph Word Puzzles- Students practice recognizing digraphs and blending digraphs with other letters to make words.</p>
<p>High Frequency Words</p> <p>Play, spell, sound, most, ask, end, back, where, much, change, through, things</p>	<p>Spelling: Long o, u (VCe) T282-T283</p> <p>Spelling: Short and Long Vowels T356-T357</p> <p>Module 3: T34-T35 Final Consonant Blends Module 3: T108-T109 Final Double Consonants Module 4: T278-T289 Consonant Digraphs: -k, -ck</p>	<p>Spelling Rule for -ch v. -tch.</p> <p>Digraph Roll-a-Word- The student will blend onsets and rimes to make words. (9-14)</p>
<p>Phonic Concepts Weekly Tier 1 Phonics lessons</p> <p>Initial consonant blends Final consonant blends Double consonants in a word Consonant digraphs and trigraphs When to spell with ch vs. tch Adding endings -s, -ed, -ing (just add without change)</p>	<p>Handwriting T282 T356 T432</p> <p>High Frequency Word introduction:</p> <ol style="list-style-type: none"> 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. <p>Online Instructional Resources</p> <p>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</p>	<p>Digraph Bingo- The student will match final consonant digraph sounds to letters. (pg. 15-23)</p> <p>Change My Word- The student will combine consonant blends and digraphs with a common rime to form words. (pg. 24-34)</p> <p>Vowel Sounds Long v. Short Vowels (pg. 21-33): The student will identify vowel sounds in words. Long v. Short Vowels (pg. 1-18): The student will identify vowel sounds in words. Changing Closed Syllables to CVCe Syllables</p> <p>Multisyllabic Words Activities with multisyllabic words. Lesson Model for teaching new syllable types.</p>



	<p>UF virtual teaching resources The Reading Bear learning to read website Kid Zone online activities</p>	<p>How Many Syllables?- Students will sort one- to four-syllable words into groups.</p> <p>Inflectional Endings Inflectional Endings (pg. 12-20): The student will identify base words and inflections Making Singular Nouns Plural- Students read words with the inflectional endings -s and -es.</p> <p>Making Words Past Tense- Students read words and distinguish between the three sounds for -ed.</p> <p>Compound Words Compound Words (pg. 1-11): The student will form compound words.</p> <p>Compound Word Sort- Students learn about and sort compound words.</p> <p>Compound Word Race- Students create different compound words using separate lists of word parts.</p> <p>Contractions Contraction Chart- Students write contractions under the correct heading.</p> <p>Contraction Memory- Students find two words that form a contraction.</p> <p>Proofing Contractions- Students correct the use of contractions in a letter.</p> <p>High Frequency Words HFW Activities</p> <p>What Word Am I?- Students guess which high frequency word is taped to their back.</p>
Fluency		
TEKS	Instructional Strategies	Resources
<p>use appropriate fluency (accuracy, rate, and prosody) when reading grade level text (2.4A)</p>	<p>Make sure accuracy is in place and then work on rate and prosody. Build rate through rereading:</p>	<p>Timed Repeated Readings- Students gain accuracy and fluency by timing themselves while reading the same text.</p>



<p>self-select text and read independently for a sustained period of time (2.5A)</p>	<ol style="list-style-type: none"> 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. <p>(cold read data is used to track instructional increases in fluency and hot read data is used for student tracking for motivation purposes)</p> <p>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.</p> <p>Build prosody through sentence scooping: Have students scoop words in a sentence to make the reading sound like talking.</p> <p>HMH Fluency: T307, T383, T459</p>	<p>Student Fluency Graphs- Students make graphs of fluency results.</p> <p>Fluency Phrases</p> <p>Partner Reading Strategies</p> <p>Paired Reading and Listening While Reading Strategies Reader's Theater</p> <p>Building Reading Stamina</p> <p>Pal Reading</p> <p>Paired Reading</p>
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Comprehension

TEKS	Instructional Strategies	Resources
<p>create mental images to deepen understanding (2.6D)</p> <p>interact with sources in meaningful ways such as illustrating and writing (2.7E)</p> <p>discuss topics and determine theme using text evidence with adult assistance (2.8A)</p> <p>describe and understand plot elements including the main events, the conflict, and the resolution for texts read aloud and independently (2.8C)</p> <p>describe the importance of setting (2.8D)</p> <p>explain visual patterns and structures in a variety of poems (2.9B)</p> <p>discuss how the use of text structure contributes to the author's purpose (2.10B)</p> <p>discuss the author's use of print and graphic features to achieve specific purposes (2.10C)</p>	<p>HMH</p> <p>2.6D T400-T401, T403</p> <p>2.7E Extensions of Mini-Lessons Content Area Words Anchor Chart</p> <p>2.8A T436-T437, T439</p> <p>2.8D T76-T77 T360-T361, T363</p> <p>2.9B T412-T413, T415</p>	<p>Using Your 5 Senses- Students identify sensory imagery and appreciate how authors create pictures through words and phrases that appeal to the sense.</p> <p>Story Mapping- Students learn about narrative plot structure by identifying and mapping major structural features of a story.</p> <p>Story Frame- Students will graphically illustrate information and organize information learned from a story.</p> <p>Mind Pictures Lesson</p> <p>Story Elements- The student will identify story elements. (pg. 13-17)</p> <p>Story Element Web- The student will identify story elements. (pg. 18-23)</p> <p>Identify Story Elements (pg. 24-26)</p>



	<p>2.10B T284-T285, T287</p> <p>2.10 C T388-T89, T391 T476-T477, T479</p>	<p>Story Maps</p> <p>Using Poetry in the Classroom</p>
Writing		
TEKS	Instructional Strategies	Resources
<p>develop drafts into a focused piece by organizing with structure (2.11Bi)</p> <p>edit drafts for singular, plural, common, and proper nouns (2.11Diii)</p> <p>publish and share (2.11E)</p> <p>compose literary texts including personal narratives and poetry (2.12A)</p>	<p>Module 6- Poetry W81-W96</p> <p>Nouns</p> <p>Module 2: T474-T475</p> <p>Module 5: T226-T227</p> <p>Module 8: T323</p> <p>Module 9: T75</p>	<p>A Picture Book Poetry Lesson Focus Trait: IDEA DEVELOPMENT Support Trait: WORD CHOICE</p> <p>A Picture Book Writing Lesson Focus Trait: IDEA DEVELOPMENT Support Trait: ORGANIZATION</p> <p>A Picture Book Poetry Lesson Focus Trait: WORD CHOICE Support Trait: ORGANIZATION</p>
Vocabulary		
TEKS	Instructional Strategies	Resources
<p>respond using newly acquired vocabulary as appropriate (2.7F)</p>	<p>Suffixes -er, -est (T323)</p> <p>Inflections -s, -es (T398-399)</p> <p>Text: Picture Day Perfection Words: planned, perfect, hamper, disaster, scowl, mood, queasy, fiddled (T200-T201)</p> <p>Text: The Important Book Words: hollow, petals, ticklish, tender, splashes, sail (T296-297)</p> <p>Text: If You Find a Rock Words: pavement, mossy, outstretched, scoop underside (T434-435)</p> <p>Text: It's Only Stanley Words: odd, recognize, clanking, funky, buzzing, fit (T358-359)</p> <p>Text: The Great Fuzz Frenzy Words: gasped, frenzy, battleground, feud, strokes, tumbling, plumes, whisps (T372-373)</p>	<p>Vocabulary Map</p> <p>Meaning Map (pg. 24-27)</p> <p>Word Filler- The student will identify words to complete sentences. (pg. 1)</p> <p>Oh My Word!- The student will produce the meaning of words. (pg. 4-6)</p> <p>Word Wrap: The student will produce the meaning of words. (pg. 7-9)</p> <p>10 Key Vocabulary Instructional Practices from Meadow Center</p>



ELPS	Linguistic Accommodations
<p>3G Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions on a variety of social and grade appropriate topics.</p> <p>4D Use prereading supports such as graphic organizers, illustrations, and pre-taught vocabulary to enhance comprehension of written text</p>	<p>When I read/heard the poem I felt...</p> <p>When I read/heard the poem it made me think of ...</p> <p>The illustration shows ...</p>
<p>Strategies for Struggling Students (S3)</p>	
<p>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.</p> <p>Lesson Plans for intervention</p> <p>Intervention activities across the 5 components of effective reading instruction</p> <p>If you are concerned about student progress and are beginning to provide intervention services through RtI, click here for a step-by-step explanation of how to complete the form in Eduphoria.</p>	
<p>Assessment Items</p>	
<p>Unit assessment</p>	