



Department of Curriculum & Instruction

Revision Date	April 9, 2020
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Second Grade ELAR

<b>Unit</b>	2-3
<b>Time Frame</b>	11/2-11/20
<b>Big Ideas</b>	<ol style="list-style-type: none"> <li>External and internal character traits both hold importance in a story.</li> <li>Authors write in many forms including procedural texts that explain how to do something.</li> <li>There are spelling rules that help us to spell correctly.</li> </ol>
<b>Essential Questions</b>	<ol style="list-style-type: none"> <li>What is the difference between an external and internal character trait?</li> <li>How can you tell if a text is a procedural text?</li> <li>How do I know when to apply the doubling rule?</li> </ol>

Tier I Instructional Strategies – Classroom Instruction for All Students					
Essential components of effective reading and Writing Instruction					
PA	Phonics	Fluency	Vocabulary	Comprehension	Writing/Response
<ul style="list-style-type: none"> <li>* Provide explicit and systematic instruction of skills</li> <li>* Link sounds to letters as soon as possible</li> </ul>	<ul style="list-style-type: none"> <li>* Provide explicit, systematic phonics instruction that teaches sound, symbol, and formation together</li> <li>* Provide explicit instruction in blending sounds to read words</li> <li>* Teach decoding and encoding within the same lesson</li> </ul>	<ul style="list-style-type: none"> <li>* Provide substantial practice in decoding and encoding words accurately</li> <li>* Provide corrective feedback</li> <li>* Provide examples of fluent reading through read-alouds</li> </ul>	<ul style="list-style-type: none"> <li>* Expose students to new vocabulary by sharing texts across genres and content</li> <li>* Ensure students are exposed to new words repeatedly</li> <li>* Directly instruct four to six tier 2 words before reading a text</li> </ul>	<ul style="list-style-type: none"> <li>* Actively engage students in thinking about text</li> <li>* Systematically explain and model comprehension strategies</li> <li>* Use graphic organizers to represent concepts</li> </ul>	<ul style="list-style-type: none"> <li>* Directly teach the writing process</li> <li>* Provide opportunities to write daily</li> <li>* Directly teach traits of writing</li> </ul>
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	



<p><b>decoding</b> words with short, long, or variant vowels, trigraphs, and blends <b>(2.2Bi)</b></p> <p><b>decoding</b> words with silent letters such as knife and gnat <b>(2.2Bii)</b></p> <p><b>decoding</b> multisyllabic words <b>with closed syllables, open syllables, VCe syllables, vowel teams, including vowel digraphs and diphthongs, and r-controlled syllables and final stable syllables (2.2Biii)</b></p> <p><b>decoding</b> compound words, <b>contractions</b>, and common abbreviations <b>(2.2Biv)</b></p> <p><b>decoding</b> words using knowledge of syllable division patterns such as <b>VCCV, VCV, and VCCCV (2.Bv)</b></p> <p><b>identify</b> and <b>read</b> high frequency words from a research-based list <b>(2.2Bvii)</b></p> <p><b>spell</b> one syllable and multisyllabic words <b>with closed syllables, open syllables, VCe syllables, vowel teams, including vowel digraphs and diphthongs, and r-controlled syllables and final stable syllables (2.2Ci)</b></p> <p><b>spelling</b> words with silent letters such as knife and gnat <b>(2.2Cii)</b></p> <p><b>spelling</b> compound words, <b>contractions</b>, and common abbreviations <b>(2.2Ciii)</b></p> <p><b>spelling</b> words using knowledge of syllable division patterns including words with double consonants in the middle of the word <b>(2.2Cv)</b></p> <p><b>spelling words with prefixes including un-, re-, and dis- and inflectional endings including -s, -es, -ed, -ing, -er, and -est (2.2Cvi)</b></p> <p><b>develop</b> handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters <b>(2.2E)</b></p>	<p><b>Basic phonic lesson format:</b></p> <p><b>Review-</b> short review of letters or concept previously taught  <b>Teach new-</b> directly instruct one new concept  <b>Decode-</b> students sound out words with new concept (+/-5 words)  <b>Encode-</b> students spell words with new concept (3-5 words)  <b>Connected text-</b> students read a text that allows them to practice reading with the new concept</p> <p><b>High Frequency Word introduction:</b></p> <ol style="list-style-type: none"> <li>1. Teacher says word</li> <li>2. Student repeats word</li> <li>3. Teacher guides students to segment each sound</li> <li>4. Teacher writes while segmenting</li> <li>5. If the word is irregular, teacher points out the part you need to know by heart.</li> </ol> <p><a href="#">Weekly Tier 1 Phonics lessons</a></p> <p><b>HMH</b></p> <p><b>Final Blends</b> (Module 3)  <a href="#">T32-T33</a>  <a href="#">T46-T47</a></p> <p><b>Silent Letters</b> (Module 4)  <a href="#">T308-T309</a></p> <p><b>Multisyllabic Words</b> (Module 1)  <a href="#">T60-T61</a></p> <p><b>VCCV pattern</b> (Module 3)  <a href="#">T73</a></p> <p><b>Endings with change (-s, -ed, -ing)</b> (Module 3)  <a href="#">T136-T137</a></p> <p><b>Handwriting</b> (Module 3)  <a href="#">T34</a>  <a href="#">T108</a>  <a href="#">T184</a></p>	<p><u>Syllable division Learning tip</u></p> <p>There are two ways to divide a VCV pattern. The first way to try is V/CV. If that does not work, try VC/V. Our focus for this unit is V/CV division.</p> <p><b>V/CV resource list (1<sup>st</sup> vowel sound will be long)</b></p> <p>Crazy, lady, polo, tiny, navy, tidy, duty, hobo, truly, veto, bonus, ego, photo, pony, ivy, zero, baby, puny, silo, vacant, robot, humid, haven, focus, propel, apron, motel, minus, virus, final, tulip, total, riot, basin, omit, beside, recline, behave, decide, beware, locate, reduce, refuse</p> <p><b>Examples of VC/V division</b></p> <p>Copy, study</p> <p><u>Adding inflectional endings that start with a vowel tip</u></p> <p>If a 1 syllable, closed syllable base word ends in 1 consonant, double the final consonant before adding a vowel suffix.</p> <p><b>doubling resource list:</b> (basically any closed syllable that ends in a single consonant)</p> <p>big, snub, trim, red, drum, shop, clip, hop, stop, swim, flip, trap, ship, whip, thin,</p> <p><b>silent letters resource list:</b></p> <p>kn: knack, knife, knit, knob, knock, knot  wr: wrap, wrest, wren, write, written, wrist, wretch, wrong, wrote, wry  mb: crumb, lamb, limb, numb, plumb, thumb  gn: gnat, gnash, gnome</p> <p><b>Inflectional Endings</b></p> <p><a href="#">Making words ending in y plural- Students will spell words by changing y to i before adding an ending</a>  <a href="#">Drop the final e when adding -ing or -ly- Students will spell words that apply the drop the final e rule</a></p>
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<p><b>High Frequency Words</b></p> <p>Any, even, also, before, come, set, large, must</p>	<p><b>Contractions</b></p> <p><a href="#">Contraction Bingo- Students identify contractions by playing a bingo-type game. (pg. 1-7)</a></p> <p><a href="#">Contractions Review Lesson</a></p> <p><a href="#">Contraction Concentration (pg. 72)</a></p>	<p><a href="#">Transform-a-verb Lesson</a></p> <p><a href="#">Where's Ed? (Sounds of -ed) Lesson</a></p> <p><a href="#">The Three Eds (Sounds of -ed) Lesson</a></p>
<p><b>Phonic Concepts</b> <a href="#">Weekly Tier 1 Phonics lessons</a></p> <p>Open syllable Syllable division of open syllable Silent letters Adding endings -s, -ed, -ing (with change)</p>	<p><b>Spelling</b></p> <p><a href="#">Say Spell Say (Spelling practice) Lesson</a></p> <p>Module 10: T354-T355, T370-T371 Open/Closed Syllables</p> <p>Module 10: T384-T385 Syllable Division</p> <p>Module 4: T308-T309 Silent Letters</p> <p><b>Virtual Learning Instructional Resources</b></p> <p><a href="#">Fly Leaf online decodable books for students</a></p> <p><a href="#">Community Reading Project Link for online learning</a></p> <p><a href="#">Center for Development and Learning YouTube channel</a></p> <p><a href="#">Orton Gillingham blending videos YouTube</a></p> <p><a href="#">95% group online lessons</a></p> <p><a href="#">UF virtual teaching resources</a></p> <p><a href="#">The Reading Bear learning to read website</a></p> <p><a href="#">Kid Zone online activities</a></p>	<p><b>High Frequency Words</b></p> <p><a href="#">Around the World- Students play a game practicing High Frequency Words</a></p> <p><a href="#">Word Concentration- Students play a game with HFW</a></p> <p><a href="#">Say and Spell- Activity for practicing HFW</a></p> <p><a href="#">High Frequency Word Review Lesson</a></p> <p><b>Multisyllabic Words</b></p> <p><a href="#">Syllables, Words, and Pictures- The student will blend syllables in words.</a></p> <p><a href="#">Syllable Cut ups- The student will segment syllables in words.</a></p> <p><a href="#">Map and Swoop- Students practice with closed, open, and VCe syllables.</a></p> <p><b>Long Vowels</b></p> <p><a href="#">Same but Different- Students identify and sort different spelling patterns for long vowels.</a></p> <p><a href="#">Short v. Long vowels Lesson</a></p> <p><a href="#">Word Family Words Lesson</a></p> <p><a href="#">Decoding Long Vowel Sounds (pg. 56)</a></p> <p><b>Silent Letters</b></p> <p><a href="#">Sounds of Silence- Students identify and sort words with and without silent letters.</a></p> <p><a href="#">Beanstalk Climb- Students identify words with and without silent letters by playing a board game.</a></p>
<p><b>Fluency</b></p>		
<p><b>TEKS</b></p>	<p><b>Instructional Strategies</b></p>	<p><b>Resources</b></p>
<p>use appropriate fluency (accuracy, rate, and prosody) when reading grade level text <b>(2.4A)</b></p>	<p>Make sure accuracy is in place and then work on rate and prosody.</p>	<p><a href="#">Pick-a-Part Fluency Lesson</a></p> <p><a href="#">Buddy Reading</a></p>



<p><b>self-select</b> text and <b>read</b> independently for a sustained period of time <b>(2.5A)</b></p>	<p><b>Build rate through rereading:</b></p> <ol style="list-style-type: none"> <li>1. Student reads a text for 1 minute while teacher collects WCPM for cold read data.</li> <li>2. Teacher provides feedback</li> <li>3. Student rereads the text 2-3 times</li> <li>4. Teacher collects WCPM data for the hot read.</li> </ol> <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><b>Build rate through choral reading:</b></p> <p>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><b>Build prosody through sentence scooping:</b></p> <p>Have students scoop words in a sentence to make the reading sound like talking.</p>	<p><a href="#">Fluency Phrases- The student will read with proper phrasing, intonation, and expression in phrases.</a></p> <p><a href="#">Fluency Word Cards (pg. 13)</a></p> <p><a href="#">Page Races (pg. 14)</a></p> <p><a href="#">Reading and Rereading: How speedy are you? (pg.15)</a></p> <p><a href="#">Fast Phrases (pg. 16)</a></p>
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**Comprehension**

TEKS	Instructional Strategies	Resources
<p><b>make</b> connections to personal experiences, ideas in other texts, and society <b>(2.6E)</b></p> <p><b>monitor</b> comprehension and <b>make</b> adjustments such as rereading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down <b>(2.6I)</b></p> <p><b>describe</b> personal connections to a variety of sources <b>(2.7A)</b></p> <p><b>describe</b> the main character's internal and external traits <b>(2.8B)</b></p> <p><b>demonstrate</b> knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, and fairytales <b>(2.9A)</b></p>	<p><b>HMH</b></p> <p>2.6E</p> <p><b>(Module 4)</b> <a href="#">T450-T451</a>, <a href="#">T453</a></p> <p>2.6I</p> <p><b>(Module 3)</b> <a href="#">T64-T65</a>, <a href="#">T67</a></p> <p>2.7A <b>(Module 2)</b></p> <p><a href="#">Anchor chart 7 Make Connections</a></p> <p>2.9A <b>(Module 4)</b></p> <p><a href="#">T276-T278</a></p> <p><a href="#">T284-T285</a>, <a href="#">T287</a></p> <p><a href="#">T298-T299</a>, <a href="#">T301</a></p> <p><a href="#">T360-T361</a>, <a href="#">T363</a></p> <p><a href="#">T464</a>, <a href="#">T465</a>, <a href="#">T467</a></p>	<p><a href="#">Click or Clunk monitoring comprehension lesson link</a></p> <p><a href="#">Character lesson link</a></p> <p><a href="#">Character Characteristics- Students describe a character by using a graphic organizer.</a></p> <p><a href="#">The True Story- Interviewing Book Characters to Build Comprehension</a></p> <p><a href="#">Getting to Know My Character- Using Character Maps to Build Comprehension</a></p> <p><a href="#">Say Something- Provides a structure for students to stop, think, and talk about what they read.</a></p> <p><a href="#">Reading Repair- Students use repair strategies when necessary to assist in comprehension.</a></p> <p><a href="#">Show-U-Know- Students evaluate comprehension of text by filling out a self-assessment chart.</a></p> <p><a href="#">Sentence Starters for Text-to-Self Connections</a></p> <p><a href="#">On a Global Scale- Making Community Connections</a></p>



Writing		
TEKS	Instructional Strategies	Resources
<p><b>develop</b> an idea with specific and relevant details <b>(2.11Bii)</b></p> <p><b>write</b> brief comments on literary or informational texts that demonstrate an understanding of the text <b>(2.7B)</b></p> <p><b>edit</b> drafts for past, present, and future verb tense <b>(2.11Diii)</b></p> <p><b>compose</b> informational texts including procedural texts and reports <b>(2.12B)</b></p>	<p><b>Module 2</b> Informational Text W18-W32</p> <p><b>Module 8</b> Procedural Text W113-W128</p> <p><b>Module 3</b> Verb Tenses <a href="#">T150-T151</a></p> <p><b>Verbs</b> Module 1 T226-T227 Module 6 T474-T475</p>	<p><a href="#">Informational Text Lesson with Mentor Text</a></p>
Vocabulary		
TEKS	Instructional Strategies	Resources
<p><b>use</b> print or digital resource to determine meaning and pronunciation of unknown words <b>(2.3A)</b></p>	<p>Text: <a href="#">Spoon</a> Words: proper, blue, useful, realize, elected, local, mock, compliment (T124-T125) (Module 1)</p> <p>Text: <a href="#">Violet the Pilot</a> Words: mechanical, reassemble, tinkering, obnoxious, jubilantly, praise (T186-T187) (Module 1)</p> <p>Text: <a href="#">Picture Day Perfection</a> Words: planned, perfect, hamper, disaster, scowl, mood, queasy, fiddled (T200-T201) (Module 1)</p> <p>Text: <a href="#">The Great Fuzz Frenzy</a> Words: gasped, frenzy, battleground, feud, strokes, tumbling, plumes, whips (T372-373) (Module 2)</p> <p>Text: <a href="#">Big Red Lollipop</a> Words: invited, screams, plead, musical, shove, scoots, greedy, scurries (T62-T63) (Module 3)</p> <p>Text: <a href="#">If the Shoe Fits: Two Cinderella Stories</a> Words: chore, thrilled, suburb, beamed, pleasure, jealous, dashed, hobbled (T448-T449) (Module 4)</p> <p>Text: <a href="#">Goldilocks and the Three Dinosaurs</a> Words: positioned, varying, expression, traipsing, barging, groggy (T296-T297) (Module 4)</p> <p>Text: <a href="#">Rabbit's Snow Dance</a> Words: chant, special, flakes, satisfied, foolish, dawn (T358-T359) (Module 4)</p> <p>Text: <a href="#">My Dream Playground</a> Words: lot, stoop, volunteers, architect, manager, interviews (T110-T111) (Module 5)</p>	<p><a href="#">Word Wise- Students find, record, and discuss words of interest in text.</a></p> <p><a href="#">Word Wrap- Students describe a target word using a graphic organizer.</a></p> <p><a href="#">Four Square Vocabulary Lesson</a></p> <p><a href="#">10 Key Vocabulary Instructional Practices from Meadow Center</a></p>



ELPS	Linguistic Accommodations
1B monitor oral and written language production and employ self-corrective techniques or other resources	I wonder why the author ... I don't understand why ...
<b>Strategies for Struggling Students (S3)</b>	
<a href="#">Tools4reading</a> 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. <a href="#">Lesson Plans for intervention</a> <a href="#">Intervention activities across the 5 components of effective reading instruction</a>	
<b>Assessment Items</b>	
<a href="#">Unit assessment</a>	