



Revision Date	April 9, 2020
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Department of Curriculum & Instruction

Second Grade ELAR

Unit	2-4
Time Frame	11/30-12/18
Big Ideas	<ol style="list-style-type: none"> 1. There are structures related to persuasive texts including persuasive letters. 2. We use clues from the text and combine those clues with our background knowledge to make an inference. 3. Sometimes the position of a vowel sound tells me how to spell a word.
Essential Questions	<ol style="list-style-type: none"> 1. What are the structures of persuasive texts and letters? 2. How do I know when an author wants me to make an inference while reading? 3. How do I know when to spell with an ai versus an ay or oi versus an oy when I am writing?

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>	<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 How to add a Bookmark</td> <td>Create Folders Different Drive Bookmarks</td> <td>Add a Timer Add a Video</td> </tr> </tbody> </table>	CHROME	DRIVE	SLIDES				Copyright and Fair Use How to add a Bookmark	Create Folders Different Drive Bookmarks	Add a Timer Add a Video	<p>The Reading Bear learning to read website</p> <p>GraphoGame</p>
CHROME	DRIVE	SLIDES									
Copyright and Fair Use How to add a Bookmark	Create Folders Different Drive Bookmarks	Add a Timer Add a Video									
<p>Canvas Cheat Sheet</p>	<p>Essential components of effective reading and Writing Instruction</p>										



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>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>develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters (2.2E)</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>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>Long a Patterns (Module 4) T354-T355 T370-T371</p> <p>Spelling (Module 4) T356-T357</p> <p>Long e, Short e Patterns (Module 4)</p>	<p>Syllable division Learning tip</p> <p>Vowel team syllables are syllable with two or more letters that team up to make a unique vowel sound. Keep in mind that the letters are not always vowels because "igh" is a vowel team. Also, the two-vowel walking rule is true less than 50% of the time so we will not teach this as a rule. Rather, teach the vowel sound of each team as it is introduced.</p> <p>Spelling with -s versus -es</p> <p>Spell with -es after base words that end in the sounds /ks/ such as in the word boxes, /s/ such as in the word glasses, /ch/ such as in the word churches, /sh/ as in the word dishes, and /z/ as in the ford fizzes.</p> <p>-s, -es Resource list</p> <p>x: fix, fax, fox, box, hex, mix, six, sax s: bass, bless dress, miss, mass ch: beach, teach, reach, roach, coach, bleach, poach sh: flash, sash, dash, wish, splash, trash, flesh z: buzz, fuzz</p> <p>Ai/ay and Oi/oy</p>
<p>High Frequency Words</p> <p>Air, say, means, three, need, read, away, point, went, men, years, boy</p>		



<p>Phonic Concepts Weekly Tier 1 Phonics lessons Spelling with -s vs. -es Ai/ay Oi/oy Ee/ea</p>	<p>T430-T431 T446-T447</p> <p>Spelling (Module 4) T432-T433</p> <p>Multisyllabic Words, Long a (Module 4) T384-T385 T397</p> <p>Multisyllabic Words: Long, Short e (Module 4) T460-T461 T473</p> <p>Endings -s and -es (Module 6) T282-T283</p> <p>Oi/Oy (Module 8) T384-T385</p> <p>Handwriting (Module 4) T282 T356 T432</p> <p><u>Virtual Learning Instructional Resources</u> 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</p>	<p>We spell with ay at the end of a syllable and ai in the middle of a syllable. The same pattern follows for oy and oi.</p> <p>You taught this concept with single syllable words in the introductory unit but now the focus is on application within longer words.</p> <p>Resource list: mailman, maintain, paintbrush, staining, straining, airlift, subway, display, relay, driveway, disjoint, recoil, adjoin, decoy, employ, destroy, enjoy</p> <p>Vowel Teams Same but Different- Students identify and sort different spelling patterns for long vowels. (pg. 36-58)</p> <p>Oi/Oy Map and Swoop Vowel Teams (Pg. 27, 32)</p> <p>How many words?: Students make words including those with variant correspondences by using letter tiles. (pg. 34-35)</p> <p>Fishing for Vowel Digraphs: Students identify and match vowel digraphs by playing a card game. (pg. 59-64)</p> <p>Vowel Digraph Baseball: Students identify vowel digraphs in words by playing a baseball game.(pg. 70-77)</p> <p>Vowel Teams in a Story</p> <p>Decoding: Vowel Diphthongs (pg. 55)</p> <p>Decoding: Long Vowels and Vowel Digraphs (pg. 56)</p> <p>Word Slide: The students will learn different vowel patterns corresponding with specific vowel sounds. (pg. 69)</p> <p>Endings -s and -es Plurals Sort</p> <p>Parting Words: Students analyze words by identifying the base word and inflections (p.17-20)</p>
Fluency		
TEKS	Instructional Strategies	Resources



<p>use appropriate fluency (accuracy, rate, and prosody) when reading grade level text (2.4A)</p> <p>self-select text and read independently for a sustained period of time (2.5A)</p>	<p>Make sure accuracy is in place and then work on rate and prosody.</p> <p>Build rate through rereading:</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:</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>Build prosody through sentence scooping:</p> <p>Have students scoop words in a sentence to make the reading sound like talking.</p> <p>Module 4</p> <p>T307</p> <p>T383</p> <p>T459</p>	<p>Fast Phrases (pg. 16)</p> <p>Word Pattern Word Race (pg. 19)</p> <p>Slap! (pg. 24)</p>
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Comprehension

TEKS	Instructional Strategies	Resources
<p>make, correct, or confirm predictions using text features, characteristics of genre, and structures (2.6C)</p> <p>make inferences and use evidence to support understanding (2.6F)</p> <p>evaluate details read to determine key ideas (2.6G)</p> <p>use text evidence to support an appropriate response (2.7C)</p> <p>recognize characteristics and structures of informational text including the central idea and supporting evidence with adult assistance (2.9Di)</p> <p>recognize characteristics and structures of informational text including features and graphics to locate and gain information (2.9Dii)</p> <p>recognize characteristics of persuasive text including stating what the author is trying to persuade the reader to think or do (2.9Ei)</p>	<p>2.6C (Module 3)</p> <p>T126-T127, T129</p> <p>Make and Confirm Predictions Minilesson (Module 4: T400-T401)</p> <p>Make and Confirm Predictions Anchor Chart</p> <p>2.6F (Module 2)</p> <p>T312-T313</p> <p>Make Inferences Minilesson (Module 4: T312-T313)</p> <p>Make Inferences Anchor Chart</p> <p>Characters Minilesson (Module 5: T76-T77)</p> <p>Characters Anchor Chart</p>	<p>Main or central lesson link</p> <p>Fact or Opinion</p> <p>Sticky Notes: Key Details</p> <p>Stop and Go Statements: Fostering Understanding of Fact and Opinion</p> <p>Predicting and Inferring</p> <p>Making Predictions</p> <p>Directed Reading Thinking Activity</p> <p>Inference</p> <p>Inference Graphic Organizer</p>



<p>recognize characteristics of persuasive text including distinguishing fact from opinion (2.Eii) identify and explain the use of repetition (2.10F)</p>	<p>2.7C (Module 3) T152-T153, T155 T164-T165, T167 Content Area Words Minilesson (Module 5: T216-T217) Content Area Words Anchor Chart</p> <p>2.9Di (Module 3) T36- T37, T39 T140- T141, T143 T228-T229, T231</p> <p>2.9Dii (Module 5) T140-T141, T143 Text Organization Minilesson (Module 4: T324-T325) Text Organization Anchor Chart</p> <p>2.9Ei (Module 5) T164-T165, T167</p> <p>2.9Eii (Module 5) T36-T37, T39 T152-T153, T155</p>	<p>Text Feature Walks Check Your Facts Simple Machines: Non fiction text features</p>
Writing		
TEKS	Instructional Strategies	Resources
<p>revise drafts by adding, deleting, or rearranging words, phrases, or sentences (2.11C) edit drafts for prepositions and prepositional phrases (2.11Dvi) edit drafts for coordinating conjunctions to form compound subjects and predicates (2.11Dviii) edit drafts for capitalization of months, days of the week, and salutation and conclusion of a letter (2.11Dix) compose correspondence such as a thank you note or letter (2.12C)</p>	<p>Write a persuasive letter</p> <p>Module 10- Letter Writing W145-W160</p>	<p>Persuasive writing idea link</p>



Vocabulary		
TEKS	Instructional Strategies	Resources
<p>use context within and beyond a sentence to determine the meaning of unfamiliar words (2.3B)</p>	<p>Context Clues (Module 3) T86-T87 Text: Many Kinds of Matter Words: amount, material, space, example, easily, forms, planet, tasty (T310-T311) Text: Working with Others Words: blamed, argue, respectful, practice, booming, skill, threatening, persuade (T124-T125) Text: How to Read a Story Words: cozy, steaming, clue, sense, pause, disturb, rattled, tackled (Module 4: T310-T311) Text: Who Are Government Leaders? Words: troop, charge, solve, state, members, laws, capital, counsel (Module 5: T214-T215)</p>	<p>10 Key Vocabulary Instructional Practices from Meadow Center</p>
ELPS	Linguistic Accommodations	
<p>5F write using a variety of grade-appropriate sentence lengths, patterns, and connecting words to combine phrases, clauses, and sentences in increasingly accurate ways as more English is acquired</p>	<div style="text-align: center;"> <p>Prepositions grab objects</p> </div> <p>Provide sentence frames for prepositional phrases.</p> <p>Which one? Description When? Time Where? Location Which direction? Location</p>	
Strategies for Struggling Students (S3)		
<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>		



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.

Assessment Items

[Unit assessment](#)