



Revision Date	April 13, 2020
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Department of Curriculum & Instruction

Second Grade ELAR

Unit	2-5
Time Frame	1/6-2/5
Big Ideas	<ol style="list-style-type: none"> 1. There are structures related to informational texts such as chronological order. 2. We synthesize information within and across texts to gain a new understanding. 3. Sometimes the number of syllables in a word guides me to know what sound a letter will make.
Essential Questions	<ol style="list-style-type: none"> 1. What is the purpose of organizing a text in chronological order? 2. How do I synthesize information to gain a new understanding? 3. How can the number of syllables in a word help me to decode?

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"> * 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					
<p>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.</p>					



Phonics-Spelling-Handwriting	Instructional Strategies	Resources
<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>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>Learning tip: Schwa is a reduced vowel sound that often sounds like the short u sound. It occurs in an unstressed syllable.</p> <p>Video link for the y to i spelling rule.</p> <p>Online YouTube Orton Gillingham instructional videos</p>
<p>High Frequency Words</p> <p>Show, old, follow, around, think, good, sentence, try, why, kind, right, study</p>	<p>Phonics</p> <p>Long O Patterns: T32-T33 (Module 5) Long O Patterns: T46- T47(Module 5) Multisyllabic Words- Long O: T60-T61 (Module 5) Long O Review: T73 (Module 5)</p> <p>Long I Patterns: T106-T107 (Module 5) Long I Patterns: T122-T123 (Module 5) Multisyllabic Words- Long I: T136-T137 (Module 5) Long I Review: T149 (Module 5)</p>	<p>Vowel Picture Sort</p> <p>Map and Swoop</p> <p>Same but Different</p> <p>Fishing for Vowel Digraphs</p> <p>Vowel Digraph Baseball</p>
<p>Phonic Concepts Weekly Tier 1 Phonics lessons</p> <p>Long o patterns: o, oa, ow Schwa Adding ed, ing ending and deciding if you need to double the final consonant Long i patterns: l, igh, ie, y Long e for y: At the end of a 2-syllable word Change y to i</p>	<p>Spelling and Handwriting</p> <p>Long O: T34-T35 (Module 5)</p> <p>Long I: T108-T109 (Module 5)</p> <p>Inflected Endings with change: T384-T385 (Module 6)</p>	<p>Word Concentration</p> <p>Word Crazy</p> <p>Making words ending in y plural</p> <p>HFW Word Ping Pong</p> <p>Virtual Learning 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>



		UF virtual teaching resources The Reading Bear learning to read website Kid Zone online activities
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.</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>Fluency (Module 6) Accuracy (T307) Reading Rate (T383) Phrasing (T459)</p>	<p>Fluency Rating Checklist</p> <p>HMH Module 6 Accuracy and Self Correction: T307 Reading Rate: T383 Phrasing: T459</p>
Comprehension		
TEKS	Instructional Strategies	Resources
<p>synthesize information to create new understanding (2.6H)</p> <p>recognize characteristics of informational text including organizational patterns such as chronological order and cause and effect stated explicitly (2.9Diii)</p>	<p>2.6H Synthesize Mini-Lesson: T126-T127 (Module 5) Synthesize Anchor Chart</p> <p>2.9Diii Text Organization Mini-Lesson: T188-T189 (Module 5)</p>	<p>Link for text structures Reading Comprehension Strategies- Synthesize Cause and Effect Relationships Cause and Effect Match</p>



	Chronological Order Mini-Lesson: T228-T289 (Module 5) Text Organization: Chronological Order Anchor Chart Cause and Effect Mini-Lesson: T476-T477 (Module 6) Text Organization: Cause and Effect Anchor Chart Biography Text from TweenTribuneJr: The Biography of the Real Smokey Bear	Cause and Effect Relationships Cause and Effect Cause and Effect Graphic Organizer Sequencing Events Text Organization: Chronological Order (Biography) Synthesize (Biography) Text Features (Biography)
Writing		
TEKS	Instructional Strategies	Resources
edit drafts using complete sentences with subject-verb agreement (2.11Di) edit drafts using pronouns including subjective, objective, and possessive cases (2.11Dvii)	Write a persuasive letter Persuasive Text Module 3 W33-W48	Think, write, revise poster Planning Graphic Organizer Transition Words Persuasive Writing Writing a Persuasive Letter A persuasive writing activity
Vocabulary		
TEKS	Instructional Strategies	Resources
use context within and beyond a sentence to determine the meaning of unfamiliar words (2.3B)	Content Area Words Mini-Lesson: T360-T361, T363 (Module 6) Text: Wilma Rudolph: Against All Odds Words: rare, relay, honored, success, politics, advice, earned, equal (T124-T125) (Module 5) Text: Whoosh! Words: workshop, issue, ensure, failure, devoted, smash (T186-T187) (Module 5) Text: Miss Moore Thought Otherwise Words: otherwise, hiring, smudge, pledge, display, retire (T48-T49) (Module 7) Text: I Am Hellen Keller Words: deal, figured, communicate, motioned, approached, series, selfless, potential (T62-T63) (Module 7)	Inside Information Word Web Mapping Multiple Meaning Words 10 Key Vocabulary Practices for Instruction from Meadow Center
ELPS	Linguistic Accommodations	



4I: demonstrate English comprehension and expand reading skills by employing basic reading skills such as demonstrating understanding of supporting ideas and details in text and graphic sources commensurate with content area needs.

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](#)
[Science assessments](#)