



Revision Date	April 13, 2020
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Department of Curriculum & Instruction

Second Grade ELAR

Unit	2-6
Time Frame	2/9-3/5
Big Ideas	<ol style="list-style-type: none"> There are structures related to plays. R-controlled syllables have one vowel with a sound that is controlled by the r.
Essential Questions	<ol style="list-style-type: none"> What texts structures do plays have? When r comes after a vowel, what happens to the vowel sound?

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>Phonics Ar (T430-T431) (Module 6) Ar (T446-T447) (Module 6) Ar- Multisyllabic Words (T460-T461) (Module 6) Ar Phonics Review (T473) (Module 6)</p> <p>Or, Ore (T32-T33) (Module 7) Or, Ore (T46-T47) (Module 7) Or, Ore- Multisyllabic Words (T60-T61) (Module 7) Or, Ore Phonics Review (T73) (Module 7)</p> <p>Er, Ir, Ur (T106-T107) (Module 7) Er, Ir, Ur (T122-T123) (Module 7)</p> <p>Module 9: T108-T109, T136-T137 Contractions</p> <p>Spelling and Handwriting Ar (T432-T433) (Module 6) Or, Ore (T34-T35) (Module 7) Er (T108-T109) (Module 7)</p>	<p>Syllable Learning tip An r-controlled syllable has a vowel followed by an r. The r controls the vowel sound.</p> <p>R Controlled</p> <p>Map and Swoop</p> <p>Jar Sort: Students identify and sort words by vowel-r combinations.</p> <p>Word Stars: Students make vowel-r combination words using magnetic letters.</p> <p>“R” Caterpillars: Students identify vowel-r combination patterns by sorting and spelling words.</p> <p>R controlled word sort</p> <p>R controlled vowel bingo</p> <p>Contractions</p> <p>Contraction Bingo!: Students identify contractions by playing a bingo-type game.</p> <p>Contraction Chart</p> <p>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</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.</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>Intonation (T59) (Module 7)</p> <p>Expression (T135) (Module 7)</p> <p>Accuracy and Self Correction (T211) (Module 7)</p>	<p>Reader's Theater Strategy</p> <p>Reader's Theater Lesson</p> <p>Reader's Theater Scripts</p> <p>Reader's Theater Building Fluency and Expression</p>
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Comprehension

TEKS	Instructional Strategies	Resources
<p>discuss elements of drama such as characters, dialogue, and setting (2.9C)</p>	<p>2.9 C</p> <p>Ask and Answer Questions with Drama (The Puddle Puzzle) (Module 2)</p> <p>Elements of Drama (The Puddle Puzzle) (Module 2)</p> <p>Elements of Drama Anchor Chart</p> <p>Create Mental Images with Drama (A Crow, a Lion, and a Mouse! Oh My!) (Module 4)</p> <p>Elements of Drama (A Crow, a Lion, and a Mouse! Oh My!) (Module 4)</p>	

Writing

TEKS	Instructional Strategies	Resources
<p>edit drafts using adjectives and articles (2.11Div)</p> <p>edit drafts using end punctuation, apostrophes in contractions, and commas in a series and in dates (2.11Dx)</p>	<p>Write and/or perform a short play related to a science or social studies topic.</p> <p>Module 4: T398-T399 Adjectives</p>	<p>The Writing Center Link-Drama</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>Text: The Puddle Puzzle</p> <p>Words: agency, business, confidently, located, eagerly, seeps, mystery, ace (T448-T449) (Module 2)</p> <p>Text: A Crow, a Lion, and a Mouse! Oh My!</p> <p>Words: plain, bind, narrow, clever, journey, fulfill, believe, speech (T372-T373) (Module 4)</p>	
ELPS	Linguistic Accommodations	
<p>3I adapt spoken language appropriately for formal and informal purposes</p>	<p>Have students read their part, record themselves and then listen to the recording to determine how they can modify their voice to better represent the character.</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>		
Assessment Items		
<p>Unit assessment</p>		