



Department of Curriculum & Instruction

Revision Date	April 13, 2020
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[Second Grade ELAR](#)

Unit	2-8
Time Frame	4/19-6/3
Big Ideas	<ol style="list-style-type: none"> Some texts are multimodal or digital. You truly know a word when you are able to give an antonym, synonym, and definition of the word.
Essential Questions	<ol style="list-style-type: none"> What is a multimodal or digital text? How can you determine a word's antonym or synonym?

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>All Syllables Syllables, Words, and Pictures- Students combine syllables to form words by playing a matching game. Syllable Scoops- Students segment and sort words by the number of syllables. Syllable Snake- Students count syllables in words by playing a game. Syllable Cut-Ups- Students segment and cut words into syllables. Six-way Syllable Sort- Students will sort words by syllable types. Syllable Trivia- Students identify syllable patterns by playing a game. Syllable Share- Students make words from syllables by playing a card game.</p>
<p>High Frequency Words</p> <p>Want, again, off, animal, found, learn, should, America</p>	<p>Directly teach the use of au when you hear /aw/ at the beginning of a word or when it is followed by the letters n or l anywhere in the word. Use aw to spell /aw/ at the end of a base word or when it is followed by a final n or l.</p> <p>Directly teach that when a is followed by the letter l, the vowel sound is like the short o sound as in the words all, walk, salt, and bald</p>	<p>Variant Vowels How Many Words?- Students make words including those with variant correspondences by using letter tiles. Spell and Sort- Students identify vowel digraphs by playing a spell and sort game.</p>
<p>Phonic Concepts Weekly Tier 1 Phonics lessons Ways to spell short o sound: au, aw, al, o, a Variant vowels: oo as in room, ew, ue Variant vowels: oo as in book Variant vowels: ow as in cow and ou</p>	<p>Phonics Module 8: T430-T431, T446-T447, T473 Short o sound: au, aw, al, augh, ough</p> <p>Module 7: T182-T183, T198-T199 Variant vowels: oo as in book and room</p> <p>Module 7: T212-T213, T225 Variant vowels: oo as in room and book- Multisyllabic words</p> <p>Module 8: T280-T281, T294-T295 Variant vowels: oo as in room, ew, ue</p> <p>Module 8: T308-T309, T321 Variant vowels: oo as in room and book, ew, ue- Multisyllabic words</p> <p>Module 8: T354-T355, T370-T371, T397 Variant vowels: ow as in cow and ou</p>	<p>Sight and Sound Scout- Students match diphthong patterns (i.e., ou, ow, oi, oy) by playing a board game. Spelling Words with Diphthongs</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>



	<p>Spelling and Handwriting Module 7: T184-T185 Variant vowel oo as in book Module 8: T282-T283 Variant vowel oo as in room, ew, ue Module 8: T356-T357 Variant vowel ow, ou Module 8: T432-T433 Ways to spell short o sound: aw, al, au, augh. ough</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: 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>Module 9: T59 Phrasing Module 9: T135 Expression Module 9 T211 Intonation</p>	<p>Digraph and Diphthong Dash- Students take turns identifying digraphs and diphthongs in a timed activity</p> <p>Syllable Sprint- Students quickly read syllables in a timed activity</p> <p>Syllable Speed Practice- Students quickly read syllables by doing timed practices.</p> <p>Pick-A-Part- Students quickly identify letter-sounds and word parts in a card game.</p> <p>Word Family Zoom- Students quickly read words in the same word family by doing timed practices.</p>
Comprehension		
TEKS	Instructional Strategies	Resources
<p>recognize characteristics of multimodal and digital texts (2.9F) identify use of first and third person in a text (2.10E)</p>	<p>2.9F Module 4: T476-T477 Cause and Effect with Media Minilesson Cause and Effect Anchor Chart Module 6: T336-T337 Media Literacy: Digital Tools and Texts Minilesson Digital Tools and Texts Anchor Chart</p>	<p>Point of view link Reading the Images, Writing the Words (Multimodal lesson)</p>



	<p>Module 7: T228-T229 Ideas and Support with Media Minilesson Ideas and Support Anchor Chart</p> <p>Module 8: T476-T477 Cause and Effect with Media Minilesson</p> <p>Module 9: T88-T89 Digital Reference Sources Minilesson Digital Reference Sources Anchor Chart</p> <p>Module 9: T228-T229 Chronological Order with Media Minilesson Text Organization Anchor Chart</p> <p>Module 10: T284-T285 Text Features with Media Minilesson Text Features Anchor Chart</p> <p>Module 10: T436-T437 Text Features with Media Minilesson</p> <p>Module 10: T476-T477 Graphic Features Minilesson Graphic Features Anchor Chart</p> <p>2.10E</p> <p>Module 3: T50-T51 Point of View Minilesson Point of View Anchor Chart</p> <p>Module 6: T298-T299 Point of View Minilesson</p> <p>Module 9: T202-T203 Retell Minilesson Retell Anchor Chart</p>	
Writing		
TEKS	Instructional Strategies	Resources
<p>edit drafts using adverbs that convey time and adverbs that convey place (2.11Dv)</p>	<p>Write a research report</p> <p>Descriptive Essay (Module 2: W18-W32)</p> <p>Procedural Text (Module 8: W114-W128)</p> <p>Research Report (Module 9: W130-W144)</p> <p>Opinion Essay (Module 12: W178-T192)</p>	<p>Research Writing Scaffolding</p> <p>Research Minilesson</p> <p>Question and Answer Books- From Genre Study to Report Writing (Research Minilesson)</p> <p>Animal Inquiry- Student Interactive Tool for Research</p> <p>Investigating Animals: Using Nonfiction for Inquiry-based Research Lesson</p>
Vocabulary		
TEKS	Instructional Strategies	Resources

identify, use, and explain the meaning of antonyms, synonyms, idioms, and homographs in context **(2.3D)**



Text: Dreams Around the World
Words: festival, public, suburb, nimble, relatives
(Module 10: [T434-T435](#))

Text: Mango, Abuela, and Me
Words: snaking, belongs, bundle, company, bob, weave
(Module 3: [T48-T49](#))

Synonyms

Module 2: [T334-T335](#)

Module 7: [T86-T87](#)

Module 10: [T334-T335](#)

Antonyms

Module 1: [T86-T87](#)

Homographs

Module 4: [T334-T335](#)

Idioms

Module 4: [T412-T413](#)

Module 9: [T216-T217](#)

Module 10: [T298-T299](#)

Idiom resource list:

A penny for your thoughts

A way of asking what someone is thinking

[Add insult to injury](#)

To further a loss with mockery or indignity; to worsen an unfavorable situation.

At the drop of a hat

Meaning: without any hesitation; instantly.

Back to the drawing board

When an attempt fails and it's time to start all over.

Ball is in your court

It is up to you to make the next decision or step

Barking up the wrong tree

Looking in the wrong place. Accusing the wrong person

[Add additional free resource links](#)

Synonyms and Antonyms

[Synonym Dominoes- Students identify synonyms by playing a domino game.](#)

[Opposites Attract- Students identify antonyms by playing a card game.](#)

[Synonym-Antonym Connections- Students identify synonyms and antonyms by playing a game](#)

[Word Maps: Synonyms and Antonyms](#)

[Using "Fancy" Words- Exploring Synonyms to Improve Writing](#)

[Hunting for Opposites: Expanding Vocabulary Knowledge by Exploring Antonyms](#)

[Antonym Rap: Reviewing Words with Opposite Meanings](#)

Homographs

[Homograph Hitch- Students identify the meaning of homographs by playing a matching game.](#)

[Spin Sort- Students sort words by playing a spinner game.](#)

[Multiple Meaning Match- Students identify multiple meanings of words by playing a sentence game.](#)

[Memory Hunt- Homonyms](#)

[Mapping Multiple-Meaning Words](#)



		Miss Nelson Is Missing!: Read-Aloud Activities to Build Vocabulary and Comprehension Ball Toss Questioning: Reviewing Vocabulary Words Through a Game Idioms Figurative Language- Teaching Idioms Eye on Idioms
ELPS		Linguistic Accommodations
<p>3J respond orally to information presented in a wide variety of print, electronic, audio, and visual media to build and reinforce concept and language attainment.</p>	<p>I learned _____ from a (<u>digital, audio, written</u>) source.</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. Lesson Plans for intervention</p>		
Assessment Items		
<p>Unit assessment</p>		