

Phonics and Word Recognition- Second Grade Unit 4

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

a. Distinguish long and short vowels when reading regularly spelled one-syllable words.

Skills

Identify the consonant-le final syllable pattern, and accurately read two-syllable words ending in a consonant-le syllable (*cradle; paddle; bible, bumble; google, gurgle; steeple, settle*).

b. Know spelling-sound correspondences for additional common vowel teams.

Skills

Identify the consonant-le final syllable pattern, and accurately read two-syllable words ending in a consonant-le syllable (*cradle; paddle; bible, bumble; google, gurgle; steeple, settle*).

c. Decode regularly spelled two-syllable words with long vowels.

Skills

Identify the consonant-le final syllable pattern, and accurately read two-syllable words ending in a consonant-le syllable (*cradle; paddle; bible, bumble; google, gurgle; steeple, settle*).

d. Decode words with common prefixes and suffixes.

Skills

Add and delete common suffixes (-ly, -less, -es, -ed, -ing, -er, -est) from base words with final y (*bunnies, penniless, babying*), and recognize how meaning is changed by the suffix.

e. Identify words with inconsistent but common spelling-sound correspondences

Skills

Read and decompose contractions into their constituent base words (*they'd = they would; should've = should have*).

f. Recognize and read grade-appropriate irregularly spelled words.

Skills

Read accurately twenty additional high-frequency, irregular words from the most common words in written English.

Model Activities

Give small groups of students sets of cards with closed, vowel-r, vowel team, and open syllables that will combine with a set of -Cle final syllables to make words. Have students read the syllables before combining them with the -Cle syllables. Give a point for each real word created, and discuss any unknown meanings. (*un-cle; bu-gle; pur-ple; sim-ple; si-dle; nee-dle; net-tle; chor-tle; wad-dle, waf-fle, etc.*) (RF.2.3a,b,c)

Introduce the “y rule” by comparing word pairs with and without suffixes. Can students determine what happened to the “y”?

baby – babies dirty - dirtiest

cry – cried jumpy - jumpier

fry – frier story – stories

(RF.2.3d)

Model Activities continued

Collect examples of contractions from the texts students are reading. Enlist students' assistance in decomposing the contractions into their base words. Explain that the apostrophe kicks out letters and replaces them when the words are contracted. (RF.2.3e)

If students have not automatized recognition of common irregular words that have been taught through tracing, copying, and writing, sequence practice so that it moves from single word recognition, to reading the words in phrases, to reading in sentences and text. Practice only a few words at one time. (RF.2.3f)

Fluency- Second Grade Unit 4

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

Skills

Orally read grade-appropriate connected text, with demonstrated comprehension, at seventy-five words correct per minute.

b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

Skills

Orally read grade-appropriate connected text, with demonstrated comprehension, at seventy-five words correct per minute.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Skills

Orally read grade-appropriate connected text, with demonstrated comprehension, at seventy-five words correct per minute.

Model Activities

Take a simple sentence from a text and change its punctuation. Model accurate reading with a change in prosody indicated by the punctuation. Then, ask students to practice similar sequences, explaining the difference in meaning: *Was she lazy!* *Was she lazy?* (RF.2.4a,b,c)