

## Phonics and Word Recognition- Second Grade Unit 6

### 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

Fluently and accurately read two-syllable base words comprising any of the six regular syllable patterns

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

Skills

Fluently and accurately read two-syllable base words comprising any of the six regular syllable patterns

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

Skills

Fluently and accurately read two-syllable base words comprising any of the six regular syllable patterns

#### d. Decode words with common prefixes and suffixes.

Skills

Read grade-level base words with the most common prefixes (in-, un-, mis-, dis-, re-, de-, a-) and suffixes (-ly, -er, -ion, -less, -ness) and recognize how meaning of the base is changed by the suffix.

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

Skills

Read less common (but predictable) patterns for vowels, such as *eigh* for /ā/ (*neighbor*), *ough* for /ō/ (*though, dough*), and *ei* for /ē/ (*ceiling*).

#### 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

Practice the most common syllable division principles: VC/CV (*rab/bit*); VC/CCV (*com/plete*); V/CV (*si/lent*) or VC/V (*mag/ic*) and follow the “big word” routine outlined in Unit Five. (RF.2.3a,b,c)

Practice using affixed words in cloze exercises (incomplete sentences) where the meaning of the prefix and/or suffix must fit the given context. (*She [remade/remaking/unmade] her bed in the morning.*) (RF.2.3d)

After identifying a less common spelling for a vowel (ā = eigh), ask students to sort a group of words with several spelling patterns for that vowel: /ā/ = *eigh, ai, ay, a\_e*. Then, read decodable passages with a heavy concentration of words that contain the spelling patterns just practiced. (RF.2.3e)

### Model Activities continued

Continue the irregular word study routine, with emphasis on automatic recognition in the speed drills described in Unit Three. (RF.2.3f)

### Fluency- Second Grade Unit 6

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

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

Skills

By year's end, orally read grade-appropriate text with 97% accuracy and demonstrated comprehension, at ninety words correct per minute.

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

Skills

By year's end, orally read grade-appropriate text with 97% accuracy and demonstrated comprehension, at ninety words correct per minute.

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

Skills

By year's end, orally read grade-appropriate text with 97% accuracy and demonstrated comprehension, at ninety words correct per minute.

### Model Activities

Encourage students to read several books by the same author, once they discover a series they enjoy. (RF.2.4a,b,c)