

Phonics and Word Recognition- Second Grade Unit 1

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

Generate symbols (graphemes) for sounds (phonemes) and sounds for symbols, with accuracy and fluency, including short vowels and all common consonant correspondences.

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

Skills

Identify the syllable units in spoken words; know that each syllable must have a vowel; and when the vowel is short, the syllable will be closed.

d. Decode words with common prefixes and suffixes.

Skills

Add and delete common inflectional suffixes (-s, -es, -ed, -ing, -er, -est) from base words that do not require a change of spelling, and recognize how meaning is changed by the suffix.

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

Skills

Read words with common spelling variations for consonants: double f, l, s, z after short vowels; -ck, -tch, and -dge after short vowels; soft c and g.

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

Skills

Read accurately twenty additional high-frequency, irregular words from the 300 most common words in written English (e.g., *there, where, any, many*).

Model Activities

Consolidate students' automatic command of basic sound-symbol associations by including one-minute drills: You say a sound, students write the common spelling(s); or, students look at a series of randomly ordered graphemes and say the sounds. (RF.2.3a)

Explain that every syllable has a vowel, and the jaw drops open as the vowel is spoken. Ask students to look in a mirror and repeat words with one to four syllables, holding their hand under their chin to feel the jaw drop. To hear the accented syllable, students can pretend the word is a dog's name. As they —call the dog, they will hold the accented syllable longer. (SUM mer; WIN ter, AU tumn, fan TAS tic) (RF.2.3c)

Line three students up with large letter cards—*h, l, t* or *b, e, d*. Ask the class to read the word and identify the vowel as short. Point out that the last letter is a consonant (a closed sound) that closes in the syllable and keeps the vowel short. Then ask the —last letter to turn away, leaving an open syllable (*hi, be*) where the vowel is free to sing its name. Show how two closed syllables can combine: *mas-cot; cac-tus; mag-net; ban-dit*. (RF.2.3c)

Model Activities continued

Starting with base words that do not require a spelling change (wind, melt, mist, backpack), ask students to combine base words and common inflections, pronounce the result, and use the words in sentences. (RF.2.3d)

Provide word cards that demonstrate a pattern such as hard and soft c. Ask students to sort the words by the sound of letter c (/s/ or /k/) and see if they can find the pattern. Confirm that c usually has the sound /s/ before e, i, and y, but the sound /k/ before a, o, and u. (RF.2.3e)

To introduce an irregular word (*does, what, where*), contrast the spelling pronunciation and the actual pronunciation. Explain that the oldest words in English have changed their pronunciation over hundreds of years. (RF.2.3f)

Fluency- Second Grade Unit 1

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 sixty 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 sixty 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 sixty words correct per minute.

Model Activities

Using a document camera, SmartBoard or large print book, mark phrases and read them aloud as you sweep your hand under the groups of words. Encourage students to sweep their fingers under the groups of words as they “smush” them together. (RF.2.4a,b,c)

Structure partner reading: Assign one person to be “reader” and the other to be “coach.” The coach can say, “Try that again” if an error is made. At the end of the book, coach asks the reader to tell what each page or part of the book was about. Students then change roles for the next book reading. (RF.2.4a,b,c)