

Phonics and Word Recognition- Second Grade Unit 2

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

Accurately associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, including those in Unit One and most common spellings for long vowels (/ē/= e, ee, ea, e_e; /ī/= i, y, i_e, igh; /ā/= a, ai, ay, a_e; /ō/= o, o_e, oa, ow; /ū/= u, u_e, oo, ew, ue; /yū/= u, u_e, ew, eu, ue)

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

Skills

Accurately associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, including those in Unit One and most common spellings for long vowels (/ē/= e, ee, ea, e_e; /ī/= i, y, i_e, igh; /ā/= a, ai, ay, a_e; /ō/= o, o_e, oa, ow; /ū/= u, u_e, oo, ew, ue; /yū/= u, u_e, ew, eu, ue)

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

Skills

Identify and pronounce the vowel sounds in written closed, open, and VCe syllables (*hit, hi, hide*).

d. Decode words with common prefixes and suffixes.

Skills

Add and delete common inflectional suffixes beginning with vowels (-es, -ed, -ing, -er, -est) from base words that require doubling of a final consonant (*running, wettest*), and recognize how meaning is changed by the suffix.

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

Skills

Read words with the *-ild, ind, old, ost* pattern (*finding, kindest, most, unfold*) and the *-all, -al* patterns (*fallen, recall; calm, palm, talk*).

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.

Model Activities

Using manipulative grapheme tiles, create columns for each spelling of one long vowel (i, igh, i_e, y); then, have students pronounce and sort single-syllable words with those spellings (my, sight, wipe, pi). (RF.2.3a,b)

With sets of closed, VCe, and open syllables on cards, ask students to identify the type of syllable and the pronunciation of each syllable; then, they can arrange the syllables into words, read and use them in a sentence: *prin-cess; grace-ful; life-less; ex-pose; com-pute; e-ven; se-cret; mu-sic; si-lent*. (RF.2.3c)

Model Activities continued

Practice adding and deleting common suffixes beginning with vowels (-y, -es, -ed, -ing, -er, -est, -ish) to base words that require doubling of a final consonant (*running, wettest, fatter, reddish*). Explain and illustrate the formula: *If the word has one syllable, and ends in one consonant, preceded by one vowel, double the consonant before adding a suffix that begins with a vowel.* Create cloze sentences to be completed with the correctly suffixed word. Example: fatter = fat + (t) + er. (RF.2.3d)

Collect words with *-ild, ind, old, ost* patterns (*finding, kindest, most, unfold, postal*). Ask students to underline the base word's vowel, pronounce the words, and describe why the words break the pattern of regular closed or open syllables. (RF.2.3e)

As students learn an irregular word, provide a written model for the students to trace, copy, and then write from memory. During each step, students say the letter names—not the sounds. Say the word before and after writing. (RF.2.3f)

Fluency- Second Grade Unit 2

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 accuracy and demonstrated comprehension, at sixty-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 accuracy and demonstrated comprehension, at sixty-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 accuracy and demonstrated comprehension, at sixty-five words correct per minute.

Model Activities

Select a story or poem that students read with 95% accuracy. Practice reading the text in unison until everyone can read it as a chorus. Ask smaller groups of students to perform the reading for other groups or classes. (RF.2.4a,b,c)