Phonics and Word Recognition- Second Grade Unit 3

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 associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, including those in Unit One and Unit Two, diphthongs (/ou/ = ou, ow; /oi/ = oi, oy), and vowel + r correspondences (er, ar, or).

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

Skills
Fluently and accurately associate symbols (graphemes) with sounds (phonemes), and sounds with symbols, including those in Unit One and Unit Two, diphthongs (/ou/ = ou, ow; /oi/ = oi, oy), and vowel + r correspondences (er, ar, or).

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

Skills
Identify, sort, and pronounce the vowel sounds in closed, open, VCe, vowel team, and vowel + r syllables.

d. Decode words with common prefixes and suffixes.

Skills
 Add and delete common suffixes beginning with vowels (-es, -ed, -ing, -er, -est, -y) from base words that require deletion of a final silent e (*slimy, hoping*), and recognize how meaning is changed by the suffix.

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

Skills
Read and pronounce words with silent letter spellings (*knee, wrong, gnaw, comb, ghost*) and *wo* (*word, work*) and *wa* (*warp, warm; water, was, waffle*) patterns.

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

First teach that /er/ has three common spellings: er, ir, ur. Note that /er/ can be treated as one phoneme, because the vowel and consonant are welded together. Also, /ar/ and /or/ are partly welded. (RF.2.3a,b)

Adding vowel + r syllables into the mix (*stor-y; black-bird; turn-stile; churn-ing*). Practice reading two- and three-syllable words by scooping under each syllable with a pencil, identifying the syllable type, coding the vowel as o (open), c (closed), r (vowel-r), or e (VCe) if necessary. Then play a question game with the words: Which word means _____? (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 deletion of a final silent e (*writing, hoping, skated*). Explain and illustrate the formula: *If a word ends in a final silent e, and the added suffix begins with a vowel, delete the silent e.* Create cloze sentences to be completed with the correctly suffixed word. Example: slime + y = slimy. (RF.2.3d)

Collect "wo" words (*work, worse, worm, word, worth, worthy, won, wonder*) and "wa" words (water, warm, want, was, wash). After explicitly contrasting the expected sound of the vowel with its actual pronunciation, ask students to say what's true about vowels that follow w: *W often changes the following vowel*. (RF.2.3e)

Construct one-minute speed drills for centers in which students practice accurate and fluent reading of problematic irregular and/or high-frequency words (*because, through, there, where, laugh*). Choose six words for each speed drill, randomly distributing them in a 5 X 6 grid. Partners can time one another. (RF.2.3f)

Fluency- Second Grade Unit 3

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

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

Skills
By mid-year, orally read grade-appropriate text with 96% accuracy and demonstrated comprehension, at seventy words correct per minute.

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

Skills
By mid-year, orally read grade-appropriate text with 96% accuracy and demonstrated comprehension, at seventy words correct per minute.

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

Skills
By mid-year, orally read grade-appropriate text with 96% accuracy and demonstrated comprehension, at seventy words correct per minute.

Model Activities

Encourage repeated readings of stories that students can read with 95% accuracy. Use a tape-recorded model for students to read along with in a listening center. Then ask individual students to read the same story aloud to a partner, who times them, records words correct per minute, and charts the results. (RF.2.4a,b,c)