

Phonics and Word Recognition- Second Grade Unit 5

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

Read two-syllable words with an ambiguous VCV syllable juncture (e/ven, ev/ery; ra/dar, rad/ish) adapting pronunciation to make a meaningful word.

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

Skills

Read two-syllable words with an ambiguous VCV syllable juncture (e/ven, ev/ery; ra/dar, rad/ish) adapting pronunciation to make a meaningful word.

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

Skills

Read two-syllable words with an ambiguous VCV syllable juncture (e/ven, ev/ery; ra/dar, rad/ish) adapting pronunciation to make a meaningful word.

d. Decode words with common prefixes and suffixes.

Skills

Identify common prefixes on base words (un, mis, re, pre); recognize how addition or deletion of the prefix changes the word's meaning.

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

Skills

Associate spellings of common homophone pairs with their major meanings (*for, four; wear, where; their, there*).

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

Lead students as they practice a routine for reading unknown big words. Find the known parts: Circle a prefix and box a suffix. Identify the vowel(s) in the base word using syllable identification. Scoop under each part as it is pronounced, and then blend the whole word. (RF.2.3a,b,c,d)

Explain to students that prefixes and suffixes have meaning and change meaning of a base word. Define a few of the most common prefixes (*un, re, mis*). Play a question-answer game with the most common prefixes: *If "usable" means you can use an item, what does "unusable" mean? What does "reusable" mean? Misused?* Then write the words, circling the prefixes and boxing any suffixes. (RF.2.3d)

Model Activities continued

With the class, gradually create an illustrated homophone dictionary. First introduce the most common and most regular word in a homophone pair or group, insuring that students have practiced its use in context. Introduce the homophone partner only when students are sure of the most common word of the pair (e.g., *base* before *bass*; *there* before *their*; *plane* before *plain*). (RF.2.3e)

Continue study of irregular words, about four to five per week, by first presenting the words out of context. Ask students to trace, say the letters, copy, and write the words, examining the parts that are irregular. Then, read the words in text that affords many opportunities for practice. (RF.2.3f)

Fluency- Second Grade Unit 5

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 eighty 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 eighty 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 eighty words correct per minute.

Model Activities

Including independent reading, partner reading, choral reading, and reading with a taped book, students should document in a reading log that they are spending at least twenty minutes daily with text they can read with sufficient accuracy and comprehension. (RF.2.4a,b,c)

Students at risk should have their progress measured and charted every few weeks. (RF.2.4a)