Grade 2 - Fundations - Word Work

Content Area: **English Language Arts**
Course(s): **English Language Arts**
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Overview

As part of the district's balanced literacy program of Reader's Workshop, Writer's Workshop, interactive read alouds, shared reading, and shared writing, Fundations provides the critical word work component that helps students become phonemically aware of the words that they are reading and forming. The skills that students learn in word work will be used across the day in other content areas and serve as a solid foundation for their literacy.

The Fundations program is consistently taught from grades kindergarten through fourth grade, thereby ensuring a smooth continuum of skills development for students as well as a consistent language for instruction across the grade levels.

Standards

LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.2.3.A	Know spelling-sound correspondences for common vowel teams.
LA.RF.2.3.B	Decode regularly spelled two-syllable words with long vowels.
LA.RF.2.3.C	Decode words with common prefixes and suffixes.
LA.RF.2.3.D	Identify words with inconsistent but common spelling-sound correspondences.
LA.RF.2.3.E	Recognize and read grade-appropriate irregularly spelled words.
LA.RF.2.4.A	Read grade-level text with purpose and understanding.
LA.RF.2.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression.
LA.RF.2.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.L.2.1.D	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
LA.L.2.2.A	Capitalize holidays, product names, and geographic names.
LA.L.2.2.B	Use commas in greetings and closings of letters.
LA.L.2.2.C	Use an apostrophe to form contractions and frequently occurring possessives.
LA.L.2.2.D	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).
LA.L.2.2.E	Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.

Essential Questions

- What sound(s) does each letter make?

- How do closed syllables and open syllables effect the pronounciation of a word?
- How do you retell a story?
- What is echoing and choral reading?
- How do I segment sounds in words?
- How do I blend sounds to make words?
- How do I manipulate sounds in a word to make a new word?
- What are “trick words” and why do I need to learn them?
- How do I use proper expression and read fluently?
- How do I use story elements to retell a story?
- How can spelling pattern rules help me with writing?
- How do I write a proper sentence using correct capitalization and punctuation?
- Why is reading fluently and accurately important?

Scope and Sequence

Unit	Approximate Length and Pacing of Unit	Goals of the Unit
Unit 1	2 Weeks	• Letter-keyword-sound for consonant and vowels • Concept of consonant digraphs • Letter-keyword-sound for digraphs • Concept of consonant blends • Concept of digraph blends • Spelling of /k/ sound • Closed syllable type • Sample words: quilt, elf, shred, kick, crush
Unit 2	2 Weeks	• Bonus letter spelling rule, ff, ll, ss, and sometimes zz • Glued sounds: all, am, an, ang, ing, ong, ung, ank, ink, onk, unk • Blending and reading words with glued sounds • Segmenting and spelling words with bonus letters and glued sounds • Prosody • Fluent passage reading • Story retelling • ar, er, ir, or, ur • Trick words: shall, pull, full, both, talk, walk • Sample words: spill, string, stand, toss
Unit 3	1 Week	• Concept of closed syllable exceptions • Glued sounds: ild, ind, old, olt, ost • Story retelling • Fluent passage reading • ai, ay, ea, ee, ey, oi, oy • Trick words: done, goes, pretty

		• Sample words: wild, find, cold, colt, post
Unit 4	2 Weeks	• Review suffixes: -s, -es, -ed • Additional sounds of -ed suffix '/d/, /t/ • Comparison suffixes: -er, -est • Spelling procedure for words with suffixes • Forming plurals • Forming present and past tense • Categorizing vowel and consonant suffixes • Fluent passage reading • oa, oe, ow, ou, oo, ue, ew • Trick words: again, please, animal, sure, use, used • Sample words: stronger, tallest, spilled, passed
Unit 5	2 Weeks	• Reading and spelling two-syllable words • Review syllable concept in multisyllabic words • Compound words • Syllable division rules for dividing between closed syllables • Procedure for spelling words with more than one syllable • Spelling of ic at the end of multisyllabic words • New suffixes: ful, ment, ness, less, able, en, ish • Prefixes: mis, un, non, dis, and trans • au and aw • Trick words: against, knew, know, always, often, once • Sample words: catnip, habit, tonic, mascot, hundred, freshen, boldness
Unit 6	2 Weeks	• Review vowel-consonant-e syllables • s - /s/ and /z/ • Spelling option procedure • Two-syllable words with closed and vowel-consonant-e syllables • Compound words • Vowel-consonant-e exception (-ive) • Suffix -ive • Trick words: only, house, move, right, place, together • Sample words: hope, confuse, reptile, olive, inventive
Unit 7	3 Weeks	• Open syllable type • y as a vowel • Combining open syllables with closed and vowel-consonant-e syllables • Additional syllable division rules • y, ly, ty suffixes • Trick Words: eight, large, change, city,, every, family, night, carry, something • Sample words: no, music, relate, cry, baby, chilly
Unit 8	1 Week	• R-controlled syllable type • Sounds of ar and or • Combining r-controlled syllables with other syllable types

		• Trick words: world, answer, different • Sample words: fort, part, orbit, party
Unit 9	2 Weeks	• Sound of er, ir, and ur • Spelling option procedure for /ər/ sound • Combining r-controlled syllables with er, ir, and ur with other syllable types • Dictionary skills • Trick Words: picture, learn, earth, father, brother, mother • Sample words: burst, termite, dirty
Unit 10	2 Weeks	• Double vowel syllable type • Sounds of ai and ay • Use of spelling option procedure for /ā/ sound • Combining all types of syllables • Homophones • Trick words: great, country, away, America, school, thought • Sample words: paint, display
Unit 11	2 Weeks	• Sounds of ee, ea, and ey • Use of spelling option procedure for /ē/ sound • Trick words: whose, won, son, breakfast, head, ready • Sample words: cheap, keep, chimney
Unit 12	1 Week	• Sounds of oi and oy • Spelling generalizations of /oi/ sound • Trick words: favorite, early, ocean • Sample words: moist, toys, paperboy
Unit 13	2 Weeks	• The long o sound of oa, oe and ow • Use of spelling option procedure for /ō/ sound • Review of suffix endings • Trick words: Monday, Tuesday, cousin, lose, tomorrow, beautiful • Sample words: road, doe, grown
Unit 14	2 Weeks	• The /ou/ sound of ou and ow • Flexibility in sound choices for reading • Spelling generalizations of /ou/ sound • Trick words: Wednesday, Thursday, Saturday, bought, brought, piece • Sample words: sample, drown, plow
Unit 15	2 Weeks	• The /ü/ sound of oo, ou, ue, and ew • The /ü/ sound of ue • Use of spelling option procedure for /ü/ and /ū/ sounds • Trick words: January, February, July, enough, special, December • Sample words: spoon, soup, overdue, blew, argue

Unit 16	1 Week	• Sounds of au and aw • Spelling generalizations for the /ȯ/ sound • Trick words: August, laugh, daughter • Sample words: claw, aunt
Unit 17	2 Weeks	• Consonant-le syllable type • Spelling consonant-le words • Review of all 6 syllable types • Trick words: trouble, couple, young • Sample words: gobble, tumble, noble

Application of Skills: Students will be able to...

- answer who, what, where, when, why, and how questions with narrative and informational text
- apply capitalization rules for beginning of sentences and names of people
- apply correct punctuation (period, question mark, exclamation point)
- apply dictionary skills
- describe how characters in a story respond to major events and challenges
- determine the central message of a story
- determine the meaning of a new word when a prefix is added to a known word
- distinguish long and short vowels when reading regularly spelled one-syllable words
- divide multisyllabic words
- identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, consonant-le
- identify parts of words (syllables, basewords, suffixes)
- identify real life connections between words and their use -answer who, what, where, when, why and how questions with narrative and informational texts
- identify the main topic/purpose of an informational text as well as the focus of specific paragraphs
- identify word structures such as vowels, consonant, blends, digraphs digraph blends
- identify words with inconsistent but common spelling-sound correspondences
- know and apply grade-level phonics and word analysis skills in decoding
- know some multiple meaning words
- locate facts and details in narrative and informational writing
- make judgments, predictions from given facts
- produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification
- read and spell phonetically regular one-, two-, and three-syllable words
- read and spell the first 200 high frequency words including irregular words
- read and spell words with common prefixes (un-, dis-, mis-, non-, trans-, pre-, pro-, re-, de-)

- read and spell words with long vowels in vowel-consonant-e and open syllables
- read and spell words with r-controlled vowels (ar, er, ir, or, ur)
- read and spell words with short vowels
- read and spell words with suffixes (-s, -es, -ed, -ing, -est, -ish, -able, -ive, -y, -ful, -ment, -less, -ness, -ly, -ty)
- read and spell words with unexpected vowel sounds (old, ild, ind, ost, olt, ive)
- read and spell words with vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw)
- read approximately 90 words per minute with fluency and undestanding
- read controlled stories with fluency, expression and understanding
- retell facts from informational text
- retell short narrative stories, recounting key ideas and details
- segment syllables into sounds (phonemes) - up to six sounds
- skim for information
- spell words with options for the grapheme representation for sounds with use of a spell checker or dictionary
- use correct writing position and pencil grip
- use knowledge of the meaning of individual words to predict the meaning of a compound word
- use sentence level context as a clue to the meaning of a word or phrase
- use synonyms
- use words and phrases acquired through conversations, reading, and being read to and responding to texts including use adjectives and adverbs to describe
- write clear, legible manuscript at an appropriate rate

Assessments

- Pre-assessment of skills for the upcoming unit
- Periodic spelling tests (depending on grade level)
- Unit assessment

Suggested Activities

- Drill sounds/Warm Up
- Word of the Day
- Dictation Dry Erase Board (unit words and sentences)
- Dictation (Composition Books)
- Make It Fun
- Echo/Find Letters and Words (magnetic Tiles)
- Word Talk
- Student Notebook
- Storytime
- Teach Trick Words

- Unit Test

Activities to Differentiate Instruction

Differentiation for special education:

- General modifications may include:
  - Modifications & accommodations as listed in the student's IEP
  - Assign a peer to help keep student on task
  - Modified or reduced assignments
  - Reduce length of assignment for different mode of delivery
  - Increase one-to-one time
  - Working contract between you and student at risk
  - Prioritize tasks
  - Think in concrete terms and provide hands-on-tasks
  - Position student near helping peer or have quick access to teacher
  - Anticipate where needs will be
  - Break tests down in smaller increments
- Content specific modifications may include: for students with a language-based learning disability, Fundations instruction will be supplemented with a "double dose" of Fundations provided by the district's reading specialists.

Differentiation for ELL's:

- General modifications may include:
  - Strategy groups
  - Teacher conferences
  - Graphic organizers
  - Modification plan
  - Collaboration with ELL Teacher
- Content specific vocabulary important for ELL students to understand include: spelling lists will be uniquely created for each unit.
- Fundations specific modifications may include:
  - integration of listening, speaking, reading, and writing
  - explicitly modeled skill and strategy instruction
  - verbal explanation for concepts enhanced by visual, physical, and kinesthetic involvement
  - opportunities for student interaction in supportive groups
  - procedures that ensure student engagement wit hands-on activities
  - clear and consistent directions and cuing systems
  - ample opportunities to reinforce skills
  - scaffolded instruction
  - repetition of vocabulary, including the vocabulary of word structure
  - assessment of content knowledge that is performance rather than language-based

Differentiation to extend learning for gifted students may include:

- Teachers will create differentiated words lists based on students specific needs.

Integrated/Cross-Disciplinary Instruction

Fundations is an integral part of the balanced literacy program. Skills and strategies from Fundations should be integrated into students' Reader's and Writer's Workshop lessons daily.

Resources

- Fundations Level 2 Teacher's Edition
- Letter Board
- Magnetic Letter Tiles
- Dry Erase Writing Tablet
- Student Notebook
- My Fundations Journal
- Desk Strip name tag
- Large and Standard Size Sound Cards
- Trick Words Cards
- Magnetic Strips
- Alphabet Wall Strips
- Activity Cue Cards
- Echo and Baby Owl Puppets

21st Century Skills

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

Date of Board Approval

This curriculum was approved by the Green Brook Board of Education on March 6, 2017.