

03_Word Builders and Advanced Vowel Power Concepts

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **12 weeks**
Status: **Published**

UNIT ORIENTATION

The unit description is outlined within each Unit of Study and/or Curricular Calendar.

Unit 3: Word Builders

OVERVIEW OF BENDS

The unit bends are outlined within each Unit of Study and/or Curricular Calendar.

Bend 1: Becoming Word Builders: Writing Big Words

The first bend reviews strategies for spelling words, specifically syllable by syllable. The bend also focuses on using analogy for figuring out the vowel sounds in words.

Bend 2: Becoming Vowel Experts: Using Long-Vowel Patterns to Build Big Words

Across this bend, students will tackle one long vowel at a time, identifying some of the most common spellings for that vowel sound and creating word sorts with each of these spellings.

Bend 3: Becoming Experts in Word Demolition: Using Vowels to Help Decode Big Words

In bend three, the focus shifts from spelling big words to decoding big words. Building off the work they did in Unit 2, students will now add to their repertoire of strategies for breaking big words into manageable parts by paying close attention to vowels.

Grade 2, Unit 3: Word Builders and Advanced Vowel Power Concepts

S.1 Extension 2 <i>Learning Three New Words</i>	themselves, maybe, really
S.3 Extension 2 <i>Learning Three New Words</i>	favorite, together, several
S.7 Extension 1 <i>Adding New Words to the Word Wall</i>	begin, before, great
S.10 Extension 2 <i>Adding a New Word with Long E to the Word Wall</i>	either
S.12 Extension 2 <i>Learning Two New Words with Long I Spelling Patterns</i>	excited, while
S.13 Extension 1 <i>It's oh so nice to meet you! Learning the Helpful Word Old</i>	old
S.14 Extension 2 <i>Adding a New Word with Long U to the Word Wall</i>	usually
S.15 Extension 1 <i>Adding Three New Words to the Word Wall</i>	again, against, being
S.16 Extension 1 <i>Learning the Word Ready as a Reminder to Be Flexible with Vowel Teams</i>	ready

CONTENT AREA STANDARDS

LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
LA.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
LA.W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

LA.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
LA.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
LA.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.5	Presenting Arguments and Explanations
SEL.PK-12.1	Self-Awareness
SEL.PK-12.3	Social Awareness
TECH.9.4.2.CI	Creativity and Innovation
TECH.9.4.2.CI.1	Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2). Brainstorming can create new, innovative ideas.

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Alternate Assessments

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Summative Assessments

Summative assessments can be found in the [If/Then](#) curriculum resource.

Formative Assessments

Formative assessments include but are not limited to running records, flash drafts, conferring notes, etc.

Benchmark Assessments

- iXL
- Dibels

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core: Resources utilized but not limited to include the Units of Study (spirals) and the Curricular Calendars. Workshop related resources are embedded in the Units of Study.

Supplemental: iXL, Heggerty

INTERDISCIPLINARY CONNECTIONS

- Career Readiness: Utilize critical thinking to make sense of problems and persevere in solving them.
- Technology/Multimedia: Educational Tech Applications
- Poetry
- Opinion Writing
- Narrative Writing

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

- modify activity
- simplify/re-state directions
- check-ins/monitoring
- visuals/personal and whole class anchor charts
- partners/rug clubs
- wait time
- additional time for tasks
- verbal responses
- sorting cards, whiteboards, magnetic letters (hands on)