

Second Grade Word Study

Curriculum/Content Area: Word Study	Course Length: One Year
Course Title: Second Grade Literacy	Date last reviewed: N/A
Prerequisites: N/A	Board approval date: October 2018
<p>Primary Resource: TBD Second Grade Word Study Scope and Sequence <i>***Note: Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.</i></p>	

Desired Results

Course description and purpose: Word Study is a conceptual, developmental approach to the teaching of phonics, spelling and vocabulary. Effective Word Study is more than just “word work”, because it is rooted in the conceptual foundations of English orthography and timed in accordance with students’ understanding of those concepts (Palmer & Invernizzi, 2015).

Enduring Understandings:	Essential Questions:
<ul style="list-style-type: none"> • Readers and writers can identify, isolate and manipulate individual sounds in words. • Readers and writers understand that letters and sounds are related so that they can solve words efficiently. • Readers and writers develop knowledge of principles and patterns of words so that they can transfer this knowledge to words. • Readers and writers understand that some words do not follow a pattern and need to be recognized automatically. • Readers and writers understand the meaning of words in texts they read and write. • Readers and writers understand how words are related to each other and how they can be changes by adding letters, letter clusters, and larger word parts. • Readers and writers use a variety of strategies to solve unknown words. 	<ul style="list-style-type: none"> • How does using words help readers and writers communicate? • How do readers and writers use strategies to solve unknown words? • How does learning about how words work help readers and writers? • How does a writer’s spelling impact communication?

Priority Standards - Anchor Standards

Wisconsin Standards for English Language Arts

WI.ELA.R1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. *K-12*

WI.ELA.R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. *K-12*

WI.ELA.R10: Read and comprehend complex literary and informational texts independently and proficiently. *K-5*

WI.ELA.W4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Includes W.1-3). *K-5*

WI.ELA.SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. *K-12*

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *K-12*

WI.ELA.F1-Print Concepts: Demonstrate understanding of the organization and basic features of print *K-1*

WI.ELA.F2-Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes) *K-1*

WI.ELA.F3-Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words. *K-5*

WI.ELA.F4-Fluency: Read with sufficient accuracy and fluency to support comprehension. *2-5*

Priority Standards - 2nd Grade

Wisconsin Standards for English Language Arts

WI.ELA.R1: Ask and answer such questions as who what, where, when, why, and how to demonstrate understanding of key details in a text.

WI.ELA.R4: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

WI.ELA.R10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

WI.ELA.W4: *Begins 3rd Grade:* With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

WI.ELA.SL1: Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., group).
- b. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

- c. Use reflexive pronouns (e.g., myself, ourselves).
- d. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
- e. Use adjectives and adverbs, and choose between them depending on what is to be modified.
- f. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

WI.ELA.F3: 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.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

WI.ELA.F4: Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Second Grade Word Study

Standards

WI.ELA.L1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g. group)
- b. Form and use frequently occurring irregular plural nouns. (e.g. feet, children, mice, teeth, fish)
- c. Use reflexive pronouns (e.g. myself, ourselves)
- d. Form and use the past tense of frequently occurring irregular verbs (e.g. sat, hid, told)
- e. Use adjectives and adverbs and choose between them, depending on what is to be modified.
- f. Produce, expand and rearrange complete simple and compound sentences. (e.g. The boy watched the movie. The little boy watched the movie. The action movie was watched by the little boy.)

WI.ELA.F3: 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.
- b. Know spelling-sound correspondences for additional common vowel teams.
- c. Decode regularly spelled two-syllable words with long vowels.
- d. Decode words with common prefixes and suffixes.
- e. Identify words with inconsistent but common spelling-sound correspondences.
- f. Recognize and read grade-appropriate irregularly spelled words.

Supporting Standards

WI.ELA.L.2.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).

WI.ELA.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.

b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).

Learning Targets

- I can use nouns that name a group (e.g., family, herd, class, flock). (L.2.1a)
- I can form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish). (L.2.1b)
- I can use reflexive pronouns (e.g., myself, ourselves). (L.2.1c)
- I can form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told). (L.2.1d)
- I can use adverbs to describe a verb. (L.2.1e)
- I can use adjectives to describe a noun. (L.2.1e)
- I can produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy). (L.2.1f)

- I can figure out which way a vowel sounds inside a word. (F.2.3a)
- I can read and write words with vowel teams. (F.2.3b)
- I can figure out how to read bigger words with long vowels. (F.2.3c)
- I can use prefixes to figure out tricky words. (F.2.3d)
- I can use suffixes to figure out tricky words. (F.2.3d)
- I can read words with common silent letters (knew, sight, catch). (F.2.3e)
- I can read high frequency words. (F.2.3f)

- I can use what I know about spelling patterns and generalizations to help myself spell words (L.2.2d)

- I can I can determine the meaning of new words when known prefixes are added(un- re-) (L.2.4b)
- I can use roots of words to determine the meanings of words with similar roots.(L.2.4c)

Assessment Evidence

Performance Assessment Options

May include, but are not limited to the following:

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Other assessment options

May include, but are not limited to the following:

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Digital Tools & Supplementary Resources:

Tools and resources that can augment the learning experience for students