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| **Second Grade** | |
| **Decoding/Phonics** | **Foundational Knowledge** |
| Research about the delivery of instruction   * Phonics skills should be taught directly and explicitly at the sound and word levels and subsequently applied to decodable text * Frequent, distributed practice opportunities are best (*not* sporadic lengthy lessons) * Use of consistent language during instruction * Optimum learning occurs when students practice with at least 8-10 exemplars * Students benefit from phonics instruction that includes morphological and structural analysis (prefix, base word, suffix) * Daily practice in reading irregular words using lists and application to passages * Students should be taught that the purpose of decoding with accuracy, automaticity, and expression is to make meaning   “Big Ideas”/Critical elements   * Phoneme/ Grapheme Correspondence (p- /p/, oa- /o/, eigh- /a/) * Decoding & Word Recognition   1. Single syllable word reading   2. Multisyllabic word reading   3. Affix instruction- pronunciation and meaning * Reciprocity between Decoding/Encoding (Spelling) * Identification of Irregular Words |
| **Guiding Questions** |
| 1. Where do you find explicit instruction and practice to support the development of these essential Phonics skills above? 2. What options are there for differentiation (routines, materials)? 3. Where do you find opportunity for application of instruction (word, sentence, text level)? 4. Given your population and your and the needs of your classroom in which instructional format (whole, small, individual, collaborative/center practice) would this instruction be best served? 5. How are these skills taught throughout your instructional cycle? (For example, same frequency each day vs. mini-lesson on Day 1 and practice on Days 2-3) |

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| **Second Grade** | |
| **Fluency** | **Foundational Knowledge** |
| Research about the delivery of instruction   1. Fluency is best developed via brief direct explicit instruction with frequent opportunities to practice 2. Provide students with opportunities to listen to fluent reading, which intern improves fluency 3. When teachers provide guidance and feedback to students about their oral reading on a regular basis, there is a positive impact on comprehension 4. **Daily** text reading of materials that are truly decodable at the student’s decoding level are essential in initial fluency building (word, phrase, sentence, paragraph, text) 5. Students should be taught the purpose of fluent reading is to support comprehension   “Big Ideas”/Critical elements   1. Automatic reading at the letter name, letter sound, word, phrase, sentence, paragraph, and text levels 2. Accurate application of phonics/irregular word reading in connected text 3. Daily oral reading and re-reading of well controlled text matched to student need 4. Reading connected text accurately and automatically (word, phrase, sentence, paragraph, text) 5. Attending to phrasing, punctuation, intonation and reading with expression |
| **Guiding Questions** |
| 1. Where do you find explicit instruction and practice to support the development of the essential skills above? 2. What texts are available, for what purpose, and for which children? (think of match between student need and text level/purpose) 3. Given your population and your and the needs of your classroom in which instructional format (whole, small, individual, collaborative practice) would this instruction be best served? 4. How are these skills taught throughout your instructional cycle? (For example, same frequency each day vs. mini-lesson on Day 1 and practice on Days 2-3) |

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| **Second Grade** | |
| **Word Study/Vocabulary** | **Foundational Knowledge** |
| Research about the delivery of instruction states   * Approximately 60% of the variance in reading comprehension can be attributed to vocabulary knowledge * Briefly preview essential vocabulary needed to understand a text prior to reading aloud * Deep and distributed vocabulary instruction is most effective * Vocabulary is most effective when learned in and across multiple contexts when students have guided opportunities to apply new vocabulary to their own oral language/written output * Explore all dimensions of word knowledge including: synonyms, antonyms, semantic gradients, part/ whole relationships, semantic categories, multiple meanings, and morphological variants * Learning about the meaningful relationships between how words sound and are spelled supports vocabulary knowledge   “Big Ideas”/Critical elements - (Graves’ 4 ply plan)   1. Rich and Varied Language Experiences with critical vocabulary 2. Direct Instruction on Critical Words (Tier II & Academic) 3. Word Learning Strategies (e.g., morphology, dictionary use, etc.) 4. Foster word consciousness (interest) |
| **Guiding Questions** |
| 1. Where do you find explicit instruction routines and practice to support the development of the essential Vocabulary skills above? 2. Where are opportunities for students to experience key words across contexts and days? 3. What materials/lessons offer opportunity for practice and encourage students’ to use the new words in their day-to-day language? 4. Given your population and your and the needs of your classroom in which instructional format (whole, small, individual, collaborative practice) would this instruction be best served? 5. How are these skills taught throughout your instructional cycle? (For example, same frequency each day vs. mini-lesson on Day 1 and practice on Days 2-3) |

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| **Second Grade** | |
| **Comprehension** | **Foundational Knowledge** |
| Research about the delivery of instruction supports   * Comprehension is enhanced when teachers have determined the background knowledge (and vocabulary) that is needed to understand a text * Explicit teaching of specific comprehension strategies with a clear succinct and consistent explanation, modeling, and guided practice, independent application (gradual release of responsibility) * Providing students with opportunities to apply their knowledge of strategies to text, including automatically decode words, determine meanings of words, and understand the context in which words are used * Opportunity to apply skills/strategies in rigorous grade level text, with appropriate scaffolded support * Direct and explicit instruction of critical comprehension skills/strategies recur multiple times throughout each school year and across school years * Students benefit from explicit instruction on how to use and apply multiple strategies flexibly to a variety of texts. * Students benefit from supported and guided opportunities to think critically about and analyze text * Comprehension instruction should be provided for a balance of narrative and informational text * Students require explicit instruction on how to navigate ambiguous or “unfriendly” text   “Big Ideas”/Critical elements   * Answer who, what, when, where and how questions after reading paragraphs in stories * Expand to asking and answering what if, why, and how questions about literary text * Distinguish main ideas/details, fact/option and cause/effect from literary text * Retell the main idea and key details (explicit and implicit) in a correct sequence from literary and informational text * Identify the text structure and critical elements for a variety of genres (literary and informational) * Retelling the main idea of simple narratives * Making Text to Text or purposeful personal connections while reading multiple selections * Draw conclusions based upon text content |
| **Guiding Questions** |
| 1. Where do you find explicit routines for instruction and practice to support the development of the essential Comprehension skills above? 2. What options are there for differentiation (routines, materials)? 3. What opportunities do students have to apply key strategies and skills in rigorous grade level text? 4. What opportunities do students’ have to apply key strategies and skills in text at their independent reading level? 5. Given your population and the needs of your classroom in which instructional format (whole, small, individual, collaborative practice) would this instruction be best served? 6. How are these skills taught throughout your instructional cycle? (For example, same frequency each day vs. mini-lesson on Day 1 and practice on Days 2-3) |