

Reading Foundations: A Pacing Guide for Reading Instruction (Grade Two, Levels 4–6)

Grade Two	Level Four	Level Five	Level Six
<p>Reading Objectives for Phonics and Word Recognition (RF.2.3,a,b,c,d,e,f)</p>	<p>Identify the consonant-le final syllable pattern, and accurately read two-syllable words ending in a consonant-le syllable (<i>cradle; paddle; bible, bumble; google, gurgle; steeple, settle</i>). (RF.2.3a, b, c)</p> <p>Add and delete common suffixes (-ly, -less, -es, -ed, -ing, -er, -est) from base words with final y (<i>bunnies, penniless, babying</i>), and recognize how meaning is changed by the suffix. (RF.2.3d)</p> <p>Read and decompose contractions into their constituent base words (<i>they'd = they would; should've = should have</i>). (RF.2.3e)</p> <p>Read accurately twenty additional high-frequency, irregular words from the most common words in written English. (RF.2.3.f)</p>	<p>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.</p> <p>Identify common prefixes on base words (un, mis, re, pre); recognize how addition or deletion of the prefix changes the word's meaning. (RF.2.3d)</p> <p>Associate spellings of common homophone pairs with their major meanings (<i>for, four; wear, where; their, there</i>). (RF.2.3e)</p> <p>Read accurately twenty additional high-frequency, irregular words from the most common words in written English. (RF.2.3.f)</p>	<p>Fluently and accurately read two-syllable base words comprising any of the six regular syllable patterns (RF.2.3a,b,c).</p> <p>Read grade-level base words with the most common prefixes (in-, un-, mis-, dis-, re-, de-, a-) and suffixes (-ly, -er, -ion, -less, -ness) and recognize how meaning of the base is changed by the suffix. (RF.2.3d)</p> <p>Read less common (but predictable) patterns for vowels, such as <i>ei</i>gh for /ā/ (<i>neighbor</i>), <i>ough</i> for /ō/ (<i>though, dough</i>), and <i>ei</i> for /ē/ (<i>ceiling</i>). (RF.2.3e)</p> <p>Read accurately twenty additional high-frequency, irregular words from the most common words in written English. (RF.2.3.f)</p>
<p>Model Activities for Phonics and Word</p>	<p>Give small groups of students sets of cards with closed, vowel-r, vowel</p>	<p>Lead students as they practice a routine for reading unknown big words. Find</p>	<p>Practice the most common syllable division principles: VC/CV (<i>rab/bit</i>);</p>

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<p>Recognition</p>	<p>team, and open syllables that will combine with a set of –Cle final syllables to make words. Have students read the syllables before combining them with the –Cle syllables. Give a point for each real word created, and discuss any unknown meanings. (<i>un-cle; bu-gle; pur-ple; sim-ple; si-dle; nee-dle; net-tle; chor-tle; wad-dle, waf-fle</i>, etc.) (RF.2.3a,b,c)</p> <p>Introduce the “y rule” by comparing word pairs with and without suffixes. Can students determine what happened to the “y”?</p> <p><i>baby – babies dirty - dirtiest</i> <i>cry – cried jumpy - jumpier</i> <i>fry – frier story – stories</i> (RF.2.3d)</p> <p>Collect examples of contractions from the texts students are reading. Enlist students’ assistance in decomposing the contractions into their base words. Explain that the apostrophe kicks out letters and replaces them when the words are contracted. (RF.2.3e)</p>	<p>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)</p> <p>Explain to students that prefixes and suffixes have meaning and change meaning of a base word. Define a few of the most common prefixes (<i>un, re, mis</i>). Play a question-answer game with the most common prefixes: <i>If “usable” means you can use an item, what does “unusable” mean? What does “reusable” mean? Misused?</i> Then write the words, circling the prefixes and boxing any suffixes. (RF.2.3d)</p> <p>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., <i>base</i> before <i>bass</i>; <i>there</i> before <i>their</i>; <i>plane</i> before <i>plain</i>). (RF.2.3e)</p>	<p>VC/CCV (<i>com/plete</i>); V/CV (<i>si/lent</i>) or VC/V (<i>mag/ic</i>) and follow the “big word” routine outlined in Unit Five. (RF.2.3a,b,c)</p> <p>Practice using affixed words in cloze exercises (incomplete sentences) where the meaning of the prefix and/or suffix must fit the given context. (<i>She [remade/remaking/unmade] her bed in the morning.</i>) (RF.2.3d)</p> <p>After identifying a less common spelling for a vowel (ā = eigh), ask students to sort a group of words with several spelling patterns for that vowel: /ā/ = <i>eigh, ai, ay, a_e</i>. Then, read decodable passages with a heavy concentration of words that contain the spelling patterns just practiced. (RF.2.3e)</p> <p>Continue the irregular word study routine, with emphasis on automatic recognition in the speed drills described in Unit Three. (RF.2.3f)</p>

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	<p>If students have not automatized recognition of common irregular words that have been taught through tracing, copying, and writing, sequence practice so that it moves from single word recognition, to reading the words in phrases, to reading in sentences and text. Practice only a few words at one time. (RF.2.3f)</p>	<p>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)</p>	
<p>Reading Objectives for Fluency (RF.2.4a)</p>	<p>Orally read grade-appropriate connected text, with demonstrated comprehension, at seventy-five words correct per minute. (RF.2.4a)</p>	<p>Orally read grade-appropriate connected text with accuracy and demonstrated comprehension, at eighty words correct per minute. (RF.2.4a)</p>	<p>By year's end, orally read grade-appropriate text with 97% accuracy and demonstrated comprehension, at ninety words correct per minute. (RF.2.4a)</p>
<p>Model Activities for Fluency</p>	<p>Take a simple sentence from a text and change its punctuation. Model accurate reading with a change in prosody indicated by the punctuation. Then, ask students to practice similar sequences, explaining the difference in meaning: <i>Was she lazy! Was she lazy?</i> (RF.2.4a,b,c)</p>	<p>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)</p> <p>Students at risk should have their progress measured and charted every few weeks. (RF.2.4a)</p>	<p>Encourage students to read several books by the same author, once they discover a series they enjoy. (RF.2.4a,b,c)</p>