

Grade 2: Module 1

Overview

Grade 2, Module 1 reviews spelling patterns, skills, and knowledge from Grade 1. The introductory cycle of the module, Cycle 1, lays the groundwork for the review by reminding students that every syllable in a spoken word contains a vowel sound (either long or short) and that the vowel sound can be “shown” in print by a letter or a particular pattern of letters.

This module also introduces a new focus for Grade 2: fluency. In previous grades, students have learned and practiced reading and spelling a variety of spelling patterns in the service of automatic reading and spelling of words with those patterns. This automaticity at the word level will now free them up to also attend to the components of fluency when reading full sentences and paragraphs, such as rate, phrasing, and expression.

Cycle 2 begins the review of spelling patterns and syllable types taught in Grade 1. Students analyze, decode (read), and encode (spell) one- and two-syllable words containing long vowel spelling patterns such as “ai,” “ie,” and “igh,” and with inflectional endings “-s,” “-ed,” “-es,” and “-ing.” Students also learn and review high-frequency words (both regularly and irregularly spelled). Students also begin to focus more sharply on fluency, noticing text cues, such as punctuation and text type, that might influence certain elements of oral fluency.

This module also introduces some new instructional practices and revisits some familiar instructional practices from Grade 1, though they are updated for Grade 2. New practices include: Snap or Trap (focusing on high-frequency words), Words Rule (introducing or reviewing spelling sound patterns and generalizations), Fluency, Word Workout (review of various skills), and Dictation (only on cycle assessment days). Students who are familiar with the Grade 1 Skills curriculum will continue to engage in updated versions of Syllable Sleuth, Setting Purpose: From Engagement Text to Decodables, Interactive Writing, and Cycle Assessment (only one to two times per module).

By the end of Module 1, students should be reacquainted with many of the long vowel patterns and most syllable types (closed, open, CVCe, vowel team, and r-controlled) taught in Grade 1. Students should be able to decode and encode one- and two-syllable words that contain these patterns and syllable types, along with inflectional endings (“-s,” “-ed,” “-es,” and “-ing”). Students should be able to recognize, spell, and read various high-frequency words (regularly and irregularly spelled) taught in Grade 1 as well as some newly introduced high-frequency words. Finally, as a result of a sharpened focus on fluency, students become more aware of the elements of fluency as they read aloud, including rate, phrasing, and expression.

Cycle Details

- **Cycle 1:** Reviews the understanding that every syllable in a spoken word contains a vowel sound (either long or short) and that the vowel sound can be “shown” in print by a letter or a particular pattern of letters.
- **Cycle 2:** Introduces all-new Grade 2 instructional practices. Students identify the syllables and vowel sounds in words, reviewing the /a/ and /ā/ sounds and analyzing words that contain these spelling patterns (“ay” and “ai”).
- **Cycle 3:** Students identify the syllables and vowel sounds in words, reviewing the /e/ and /ē/ sounds and analyzing words that contain these spelling patterns (“ee,” “ea,” and “y”).

- **Cycle 4:** Students identify the syllables and vowel sounds in words, reviewing the /i/ and /ī/ sounds and analyzing words that contain these spelling patterns (“igh” and “ie”).
- **Cycle 5:** The first cycle assessment is administered. Students identify the syllables and vowel sounds in words, reviewing the /o/ and /ō/ sounds and analyzing words that contain these spelling patterns (“oa” and “ow”).

Module Pacing Considerations

Flex Week: All modules in the K–2 Reading Foundations Skills Block include a Flex Week for teachers to use at their discretion. When determining how to use these days, consider scheduling challenges (examples: holidays or teacher work days) and students’ needs (example: re-teaching).

Module 1 challenges second graders with many new instructional practices, procedures, management expectations, and new content. To help students ease into the year successfully, consider extending the whole group instruction time to reteach and practice content and procedures as needed. Similarly, consider using the differentiated small group instruction time for Cycle 1 (or longer) to familiarize students with the rotations, materials management, behavior expectations, etc. rather than jumping right into differentiated small group instruction. Consider also using Flex Days for this purpose as needed.

Beginning-of-the-Year Benchmark Assessments can be administered at the discretion of the teacher, school leader, or school district. It is suggested that the assessments be administered before the teaching of Module 1. Consider using a few Flex Days if necessary.

Assessment

There are two forms of assessment in the K–2 Reading Foundations Skills Block curriculum.

Benchmark Assessments

- Students complete Benchmark Assessments at the start of the year, mid-year, and at the end of the year (see Grade Assessment Overview and Resources). Ideally, Baseline Benchmark Assessments should be administered before Cycle 1, but the Flex Week and/or differentiated small group time can be used to complete the first round, if necessary. Group students based on results (see Assessment Conversion chart) to prepare for differentiated small group instruction.

Cycle Assessments

- At the end of two cycles per module (and one cycle in Module 1), students also are assessed on decoding (reading) and encoding (spelling) of words made up of taught graphemes and phonemes as well as taught high-frequency words. It is suggested that the teacher scores the assessment and reviews the results with each individual student to facilitate a goal-setting conversation. If time is a concern, the teacher may consider only meeting with one or two groups for each cycle for a goal-setting conversation. Guidance is provided to differentiate the assessments based on each student’s Phase of Reading Development. Refer to the Review and Cycle Assessment lesson in each cycle for details.

Habits of Character**Social-Emotional Learning Focus**

Across EL Education's curriculum, there is a specific focus on students building habits of character. See K–5 Curriculum Overview for details.

Within the K–2 Reading Foundations Skills Block, specifically, there is a strong focus on building students' growth mindset: noticing how their ability grows with their effort. This is addressed during a daily Closing routine where students reflect on how the content of the lesson and specific learning or actions they've taken contribute to helping them become more proficient readers.

The academic content in Module 1 provides for systematic review and continued development of the five syllable types introduced and worked with in Grade 1, particularly vowel teams. Young students find security in rhythm, ritual, and repetition, and the routines and lesson cycle structure developed in Module 1 honor that inherent characteristic in support of developing deep foundational knowledge and skills. Lessons in Module 1 invite students to reflect daily on the relationship between successful learning and personal responsibility. Students consider specific ways they took responsibility for their learning during whole group instruction or how they plan to take responsibility during their independent work time or small group instruction.

Engagement Texts and Decodable Readers (no purchase necessary; included in the module materials)

1. "A Moment in Time"; "The Storm" (written by EL Education for instructional purposes) (Cycle 1)
2. "Sunnyside Gazette, Edition 2: New Subway Train Stop Opens"; "Sam Rides the Subway Train" (written by EL Education for instructional purposes) (Cycle 2)
3. "Sunnyside Gazette, Edition 3: Sunnyside City Park Is New and Improved!"; "Do Fish Eat Cheese?" (written by EL Education for instructional purposes) (Cycle 3)
4. "Sunnyside Gazette, Edition 4: Fire Chief Sparks Rescues Neighborhood Alley Cat from Tree"; "Stuck Up High" (written by EL Education for instructional purposes) (Cycle 4)
5. "Sunnyside Gazette, Edition 5: New Principal and New School Year at Sunnyside Elementary"; "Friends at School" (written by EL Education for instructional purposes) (Cycle 5)

**CCS Standards****Reading-Foundational Skills**

- **RF.2.3:** 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.
- **RF.2.4:** Read with sufficient accuracy and fluency to support comprehension.
 - a. Read grade-level text with purpose and understanding.

- b. Read grade-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.

Language

- **L.2.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - c. Use an apostrophe to form contractions and frequently occurring possessives.
 - d. Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).



Module At a Glance

Cycle 1	Reviewed: CVCe and open and closed syllable words High-Frequency Words: N/A
Cycle 2	Reviewed: /a/ and /ā/; spelling patterns: “ay” and “ai” High-Frequency Words: “live,” “walk,” “two,” “new,” “ready”
Cycle 3	Reviewed: /e/ and /ē/; spelling patterns: “ee,” “ea,” and “y” High-Frequency Words: “our,” “down,” “been,” “before”
Cycle 4	Introduced: /i/ and /ī/; spelling patterns “igh” and “ie” High-Frequency Words: “boy,” “only,” “open,” “once,” “tree”
Cycle 5	Introduced: /o/ and /ō/; spelling patterns “oa” and “ow” High-Frequency Words: “school,” “sure,” “none,” “friends”

See each Cycle Overview for more details, including information about what to prepare in advance, and extension opportunities.