Grade 2: Module 3

Overview

In Grade 2, Module 3, the introduction of new spelling patterns is continued, with a strong focus on word endings and suffixes that sound the same but are spelled differently (examples: "-ck" vs. "k" and "-ible" vs. "-able"). Similarly, homophones are introduced through the Words Rule instructional practice, providing students with examples of words with inconsistent but common spelling-sound correspondences (RF.2.3e). As such, students continue to understand that they must learn these types of words through repeated readings and spellings and rely on context when a word is read in connected text.

Students are introduced to the last of the six syllable types: consonant-le (C-le) (examples: "handle," "giggle," "waddle"). A new suffix, "-ly," is introduced, along with the two-syllable suffixes "-ible" and "-able." The three-syllable words created by adding these longer suffixes to one-syllable words pushes students to decode and encode three-syllable words with more confidence and automaticity.

Students continue to fluently and confidently read a larger collection of Grade 2 texts as a result of familiarity with a variety of affixes (including two-syllable suffixes) and a growing bank of spelling patterns and high-frequency words. The introduction of nonfiction Engagement Texts and Decodable Readers in Cycle 17 challenges students to monitor their understanding of the purpose of a text in order to read more fluently. The shift also supports the Common Core focus on fostering more well-rounded readers as students continue to read fiction while also gaining world knowledge and familiarity with informational text structure through nonfiction texts

By the end of Module 3, students should be able to apply learned spelling patterns such as "-tch," "-ch," "-ge," and "-dge" to decode and encode words with common sounds but different spelling patterns. Students should be able to apply learned generalizations and rules and sometimes context or familiarity in order to encode and/or decode these words. Students continue to decode and encode words with common prefixes, including new suffixes "-ly," "-ible," and "-able." Lastly, students continue to work on and reflect on their growing ability to fluently read second-grade texts, specifically nonfiction texts.

Cycle Details

- **Cycle 13:** Introduces consonant-le (C-le) syllable type words.
- **Cycle 14:** Students continue to work on C-le syllable type words.
- **Cycle 15:** Introduces "-c," "-ck," and "-k" spelling patterns and generalizations.
- **Cycle 16:** Introduces "-ge," "-dge," "eu," and "ei" spelling patterns and generalizations.
- **Cycle 17:** Introduces "-ch" and "-tch" spelling patterns and generalizations, nonfiction Engagement Texts and Decodable Readers, and shared poems for introduction and review of spelling patterns.
- **Cycle 18:** Introduces "-ible" and "-able" spelling patterns and generalizations.
- **Cycle 19:** Introduces (decoding only) "aw" and "au" spelling patterns. Students review taught spelling patterns and generalizations."

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).

Now that students are likely comfortable and familiar with the instructional practices, consider using Flex Days for goal setting if it is difficult to meet with every student on the Assessment and Goal Setting days in Cycles 16 and 19.

Middle-of-the-Year Benchmark Assessments can be administered at the discretion of the teacher, school leader, or school district. Consider using a few Flex Days at beginning of Module 3, 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 in the K–2 Skills Resource Manual). 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 in the K–2 Skills Resource Manual) 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.

- Brief, optional decoding and spelling assessments are also provided for cycles that do not include a full Cycle Assessment. These optional assessments are found in the supporting materials of the first lesson of the cycle and can be used at any point during the cycle.

- Beginning in Module 3, choose from any of the review "exercises" taught in Modules 1–2 for the weeks that are not set aside for Assessment and Goal Setting. Consider that some exercises may be a better fit for the focus of a given cycle. Taught review exercises from Modules 1–2 are as follows:
  — Identify and Match
  — Count It Out
  — Question Boxes
  — Word Stars
  — Same Sounds

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 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.

Learning does not happen in a vacuum. Personal responsibility for learning is paramount, yet so is the support of an extended community. In Module 3, students reflect on the role of the individual as part of a larger group in continued growth in knowledge and skills. Through a metaphor of "growing and flourishing," students consider the power of collaboration. They reflect on how they can individually contribute to the development of others as well as how they can benefit from what others have to offer them as they work to become proficient readers and writers. Consider making a connection to the way that the residents of Sunnyside constantly work together to make their neighborhood and community better.

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

- *Sunnyside Gazette* Edition 13: "Pest Control in Sunnyside"; "No Food to Be Found" (written by EL Education for instructional purposes) (Cycle 13)

- Sunnyside Community Public Notice: "Pest and Food Control"; "No Food to Be Found: Part 2" (written by EL Education for instructional purposes) (Cycle 14)

- *Sunnyside Gazette* Edition 15: "Clean Out Your Attic for a Good Cause!"; "Grandma's Magic Attic" (written by EL Education for instructional purposes) (Cycle 15)

- *Sunnyside Gazette* Edition 16: "Bike Over the Bridge"; "The Huge Package" (written by EL Education for instructional purposes) (Cycle 16)

- "The Rules of Watering" (From *My First Garden* by University of Illinois Extension); "Watering Your Garden" (written by EL Education for instructional purposes) (Cycle 17)

- "Show Me the Basics: Compost" (From *My First Garden* by University of Illinois Extension); "Cake for Dinner?"; "Compost" (written by EL Education for instructional purposes) (Cycle 18)

- "Show Me the Basics: My Garden Spot" (From *My First Garden* by University of Illinois Extension); "My Lovely Garden"; "Sam's Indoor Garden" (written by EL Education for instructional purposes) (Cycle 19)

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 13	Introduced: consonant-le (C-le) syllable type High-Frequency Words: "I've," "we've," "guess," "one," "you've," "even," "tonight," "anywhere," "they've"
Cycle 14	Continued: C-le syllable type High-Frequency Words: "they've," to," "two," "too," "friends," "let's," "people," "together," "none," "finally"

Cycle 15

Introduced: "-ck," "-k," and "-c"

High-Frequency Words: "clothes," "strange," "circle"

Cycle 16

Introduced: "-ge," "-dge," "eu," and "ei"

High-Frequency Words: "meant," "against," "receive," "supposed," "surprise"

Cycle 17

Introduced: "-ch" and "-tch"

High-Frequency Words: "yourself," "different," "doesn't," "frequent," "weather," "whole," "won't"

Cycle 18

Introduced: "-able" and "-ible"

High-Frequency Words: "although," "available," "birthday"

Cycle 19

Introduced: "au" and "aw" (decoding only) and review of taught spelling patterns

High-Frequency Words: "throughout," "indoor"

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