

Reading and Phonics Units of Study Foundational Skills Scope & Sequence

Grade 2

Unit 1				
Reading Unit: <i>Becoming a Big Kid Reader</i>				
Phonics Unit: <i>Growing into Second Grade Phonics</i>				
Strands	Phonics & Decoding Strand	Fluency Strand	Word Knowledge/ Grammar Strand	Spelling Strand
Bend I	<ul style="list-style-type: none"> • Blend and segment multisyllabic words into smaller parts (R, P) • Blend and segment 4 and 5 phoneme words that contain blends, digraphs and short vowels. (R, P) • Distinguish between long and short vowel sounds (P) • Isolate and manipulate (add, delete, substitute) phonemes in a given word. (R, P) • Manipulate phonemes by substituted long and short vowels (R, P) • Review previously-learned phonics concepts (P) • Recall everything you've learned about phonics and high-frequency words to decode ® • Decode CVC, CCVC and CVCe single-syllable words and as parts of 2-syllable words (P) 	<ul style="list-style-type: none"> • Reread as a way to rehearse and build oral fluency with pace and phrasing ® • Read in larger phrases to build fluency ® • Read common phrases containing high-frequency words to build pace and automaticity ® • Attend to font and punctuation cues to support phrasing and prosody ® 		<ul style="list-style-type: none"> • Spell words using knowledge about letters, short vowels, and long vowel patterns including vowel teams. ® • Segment 4 and 5 phoneme words to spell ® • Use onset-rime to spell part by part ® • Manipulate phonemes to generate and write new words ® • Write words with vowel teams ® • Use known words to spell unknown words (P) • Use knowledge of CVC, CCVC and CVCe patterns to spell (P) • Edit writing looking for errors with R-controlled vowels (P) • Identify spelling patterns for the /air/ and /ear/ sounds (P)

	<ul style="list-style-type: none"> • Decode words with blends, digraphs, and trigraphs at the beginning and end of words (P) • Study long vowel patterns, especially silent E, vowel teams, and diphthongs in order to decode (P) • Learn long vowel exceptions in order to decode (P) • Decode words with R-controlled vowels ® • Distinguish the /er/, /or/, and /ar/ sounds in spoken words (P) • Decode words with phonograms with R-controlled vowels in single syllable words (P) • Decode words with Y as a vowel (P) • Blend syllables in compound words to decode ® • Monitor for meaning to check for accuracy and self-correct at the point of error, adjusting pronunciation or trying again to decode the word ® • Review previously-learned high-frequency words (P) 			<ul style="list-style-type: none"> • Discover and use different spelling patterns for the /er/ sound (-ir, -er, -ur, -or, -ear, -ar) (P)
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Bend II	<ul style="list-style-type: none"> Isolate vowel sounds to identify a long or short sound. (R, P) Blend syllables (R, P) Blend word parts and syllables together to make words (R, P) Segment words by phoneme and by syllable (R, P) Decode words with long and short vowels ® Study irregular parts of high-frequency (P) Read high-frequency words with R-controlled vowels ® Learn new homophone high-frequency words: <i>hear; here, too, to, two, their, there, they're, your, you're</i> (P) 		<ul style="list-style-type: none"> Use end punctuation (P) Review kinds of punctuation (P) Learn to punctuate dialogue (P) Edit writing for run-on sentences, adding punctuation and capitals instead of <i>and, then</i> and <i>so</i> (P) Review use of capitals at the start of sentences, for the word <i>I</i>, for dates, and for the names of people, place and product names (P) Edit writing for capitals (P) Learn strategies for determining meaning of homophones using sentence-level context (P) 	<ul style="list-style-type: none"> Spell words with long vowel teams <i>s</i> (<i>au, aw, oy, oi, ai</i>) ® Spell and write single and multisyllabic words with R-controlled vowels ® Develop strategies to correctly spell homophones (P) Edit writing for commonly misspelled homophones (P) Review commonly misspelled, irregular high-frequency words (P) Develop strategies for remembering how to spell commonly misspelled high-frequency words (P)
Bend III	<ul style="list-style-type: none"> Hear and produce rhymes (R, P) Blend two-syllable words (R, P) Review the sounds of OU and OI and use this knowledge to decode words in a continuous text ® Decode words with R-controlled vowels (<i>or; ar; er</i>) in isolation and in continuous texts ® Decode words with C and G that make soft and sounds ® Review the 37 most common phonograms and use them to decode (P) 	<ul style="list-style-type: none"> Reread after stopping to decode and unknown word ® Recognize patterns to solve words quickly and read more fluently (P) Use knowledge of phonograms to read with accuracy and pace (P) 	<ul style="list-style-type: none"> Develop understanding of homographs (P) Use knowledge of conventions in writing (end punctuation, purposeful capitals, and correctly-spelled high-frequency words) (P) 	<ul style="list-style-type: none"> Use knowledge of phonograms to encode (P) Use rimes (-ice) to build new words using a collection of onsets ® Write words with the vowel teams <i>ou</i> and <i>ow</i> ® Use knowledge of vowel teams to spell words Use known parts to spell new words with R-controlled vowel patterns (-<i>eer</i>;-<i>air</i>; -<i>ore</i>) (R, P) Spell words in bigger chunks using known phonograms (P)

	<ul style="list-style-type: none"> • Map the sounds of a new word to its spelling to learn how the parts of a word work ® • Read word parts and put them together to form two-syllable words ® • Vowel flex as a decoding strategy ® • Decode words with flexibility, adapting pronunciation until the word sounds right ® 			
<p>Suggested Assessments</p>	<ul style="list-style-type: none"> • Running Records • Phonic Decoding Assessment (Vowel Teams, Vowel-R, Special Vowels) • Earlier Foundational Skills Assessments as needed <ul style="list-style-type: none"> ○ Letter-Sound Identification ○ High-Frequency Word Assessment ○ Earlier Phonic Decoding Assessments 			

Unit 2				
Reading Unit: <i>Becoming Experts</i>				
Phonics Unit: <i>Big Words Take Big Resolve: Tackling Multisyllabic Words</i>				
Strands	Phonics & Decoding Strand	Fluency Strand	Word Knowledge/ Grammar Strand	Spelling Strand
Bend I	<ul style="list-style-type: none"> Divide multisyllabic words into syllables using a variety of strategies such as working methodically from left to right to split a word, splitting a word between consonants, keeping digraphs together, breaking off inflected endings, breaking off consonant-le (P) Decode multisyllabic words with closed syllables, open syllables, silent-E syllables, consonant-le syllables (P) Check visual information after decoding a multisyllabic word by reading it back part-by-part. (P) Teach new high-frequency words: <i>better, follow, happen, different, people, trouble, terrible</i> (R, P) 	<ul style="list-style-type: none"> Read with prosody including expression and intonation (R) 	<ul style="list-style-type: none"> Distinguish between sentences and fragments (R) Generate sentences and fragments (R) Revise fragments into sentences (R) Generate complete sentences including capital letters and ending punctuation (R) Edit writing to ensure every sentence is, in fact a sentences and include capitalization and ending punctuation (R) Include commas in a list or series (R) 	

Bend II	<ul style="list-style-type: none"> Decode multisyllabic words <i>consonant-le</i> syllables (R) Decode words with tricky digraphs such as <i>kn, wr, gn, rh, qu</i> (P) Recognize and decode words with soft <i>c</i> and <i>g</i> (P) Recognize and decode words with the digraphs <i>gh</i> and <i>ph</i> (P) Teach new high-frequency words: <i>answer, enough, through, special</i> (R, P) 		<ul style="list-style-type: none"> Distinguish between nouns and verbs (R) Learn to identify and capitalize proper nouns (R) Learn to identify and distinguish between pronouns (R) Learn that sometimes a suffix on the end of a word can change the part of speech ® Learn that verbs show actions or ways of being (R) Generate verbs that have similar meanings and distinguish between them (R) 	<ul style="list-style-type: none"> Spell words with <i>qu</i> Spell words with soft <i>c</i> Spell words with the ending <i>ge</i> and <i>dge</i> Learn to spell words with the phonograms <i>-ick</i> and <i>-ic</i> Use familiar phonograms to spell other words. Use known high-frequency words in writing (P)
Bend III	<ul style="list-style-type: none"> Decode words with the word part <i>-tion</i> (P) Teach new high-frequency words: <i>does, goes</i> 		<ul style="list-style-type: none"> Distinguish between sentences written in past, present and future tenses (R) Learn verbs role in distinguishing and/or changing the tense of a sentence (R) Generate a story orally, keeping the tense consistent ® Generate a sentence, then change the tense (R) 	<ul style="list-style-type: none"> Spell words using knowledge of inflectional endings such as when to drop silent e, double consonants, and change <i>y</i> to <i>i</i> (P) Distinguish between plural nouns spelled with the inflectional ending <i>-s</i> and <i>-es</i>. Spell with the word parts <i>-tion, -sion</i> and <i>-ly</i> (P) Use known high-frequency words in writing (P)
Suggested Assessments	<ul style="list-style-type: none"> Phonic Decoding Assessment (Special Vowels <i>ou, ow, oi, oy, au, aw, oo</i>, Two Syllable Words: <i>Consonant-LE, Closed Syllables, Open Syllables</i>, Two-Syllable Words: <i>All Syllable Types</i>) Informal Running Records Nonfiction Performance Assessment 			

Unit 3				
Reading Unit: <i>Tackling Longer Words and Longer Books</i>				
Phonics Unit: <i>Word Builders</i>				
Strands	Phonics & Decoding Strand	Fluency Strand	Word Knowledge/ Grammar Strand	Spelling Strand
Bend I	<ul style="list-style-type: none"> Use known words and word parts to decode unknown words (R, P) Hear and count the syllables in a word (P) Identify words that sounds the same (Rhyming words, word with the same onset, rime, or word part) (P) Decode words with schwa in isolation and in continuous text ® Decode multisyllabic words by counting the vowels and breaking the words into syllables ® Decode multisyllabic words that contain a VCe pattern ® Learn that the placement of a vowel within a syllable can indicate whether to use a short or long sound and use that knowledge to decode multisyllabic words ® Read and blend word parts to decode two-syllable words in isolation ® 		<ul style="list-style-type: none"> Learn the function of adjectives and generate examples (R, P) Use precise adjectives to describe something (ie. an animal) (R, P) Collect and share examples of adjectives in students' own books (R, P) Use adjectives to generate and write sentences (R, P) Read a short passage to study the function of adverbs (R, P) Generate adverbs to describe an action (i.e. walks) (R, P) Collect and share examples of adverbs (R, P) 	<ul style="list-style-type: none"> Use known words and word parts to spell multisyllabic words (P) Use letter-sound relationships to spell an unknown word (P) Use syllables to help spell a multisyllabic word part by part (P) Recognize that there is at least one vowel in every syllable to help spell multisyllabic words with more accuracy (P) Consult a reference or ask for help after all spelling strategies have been tried (P) Use a reference tool to correct and confirm some spellings (P) Use alphabetical order to locate words in a dictionary (P)

	<ul style="list-style-type: none"> Consolidate learning by drawing on a full repertoire of decoding strategies to solve multisyllabic words in isolation ® Learn new high-frequency words: <i>themselves, maybe, really, favorite, together, several</i> (R, P) 			
Bend II	<ul style="list-style-type: none"> Understand the same vowel sound can be represented in different ways (long A, long O) (P) Identify and use letter combinations that represent long vowel A sound (ai, a_e, ay, open syllable a) to decode and spell (P) Identify and use letter combinations that represent long vowel I sound (i_e, igh, open syllable i, y) to decode and encode (P) Identify and use letters that represent the long O vowel sound (o_e, oa, open syllable o, ow) to decode and encode (P) Identify and use letters that represent the long U vowel sound (u_e, oo, ew, ue, open syllable u) to decode and encode (P) Identify and use common phonogram patterns with the long U sound (-oon, -use) to decode and encode (P) 		<ul style="list-style-type: none"> Study sentences to learn about the role of and identify conjunctions ® Generate sentences using <i>and, but, because</i> or <i>so</i> ® Use conjunctions to add on to a given sentence ® Manipulate the author’s use of conjunctions by adding or removing examples on a page. Discuss the effect to develop tips for writing with conjunctions. ® Revise a piece to include (or remove) conjunctions. ® Learn about the function of prepositions and use a few examples in context ® Develop an understanding of homophones (P) 	<ul style="list-style-type: none"> Study words with similar spellings to determine spelling generalizations (P) Use known words to spell unknown words (P) Identify and use letter combinations that represent the long E sound (y, ie, and ey) (P) Form new words with common endings: change the final y to i before adding -es or -ed (P) Identify and use letter combinations that represent long vowel A sound (ai, a_e, ay, open syllable a) to encode (P) Identify and use letter combinations that represent long vowel I sound (i_e, igh, open syllable i, y) to encode (P) Identify and use letters that represent the long O vowel sound (o_e, oa, open syllable o, ow) to encode (P)

	<ul style="list-style-type: none"> • Decode and spell words with phonogram patterns with the long A sound (ain, ake, and ail) (P) • Identify and use common phonogram patterns with the long I sound (ice, ide, ine, and ight) (P) • Understand that <i>ie</i> is an unusual way to represent the long I sound and use that knowledge to decode and encode (P) • Learn that <i>ui</i> can be used to represent long U sound and use that knowledge to decode and encode (P) • Learn new high-frequency words: <i>begin, before, great, either, excited, while, old, usually</i> (R, P) 			<ul style="list-style-type: none"> • Identify and use letters that represent the long U vowel sound (u_e, oo, ew, ue, open syllable u) to encode (P) • Identify and use common phonogram patterns with the long U sound (-oon, -use) to encode (P) • Understand that <i>ie</i> is an unusual way to represent the long I sound and use that knowledge to decode and encode (P) • Learn that <i>ui</i> can be used to represent long U sound and use that knowledge to decode and encode (P) • Use common long vowel phonograms to spell unknown words (ice, -ight, -ine, -ight, -ide, -ail, -ain, -ake, -eed, and -eat) (P) • Form new words with inflectional endings: drop the final E when adding endings that start with a vowel (P)
<p>Bend III</p>	<ul style="list-style-type: none"> • Identify and use phonogram patterns with long vowel sounds in multisyllabic words (P) • Use known word parts to decode an unknown word (P) • Decode and encode words with vowel teams in multisyllabic words (P) 	<ul style="list-style-type: none"> • Read and reread aloud to practice reading in a smooth voice ® • Notice how characters are feeling and read with expression to let that feeling shine through ® • Reread a passage several times to practice reading with appropriate pace, phrasing, and prosody ® 	<ul style="list-style-type: none"> • Expand simple sentences using conjunctions and prepositions (R, P) • Consolidate learning by expanding a simple sentence using adjectives, adverbs, prepositions, and conjunctions. (R, P) • Check for capitalization and punctuation to edit written sentences. (R, P) 	<ul style="list-style-type: none"> • Use r-controlled vowels to spell • Use r-controlled phonograms to spell multisyllabic words (-arm, -arn, -orn, -ore, and -urn) • Use known word parts to spell unknown words (P) • Use -er, -or, and -ar to spell the /ər/ sound in the last syllable of a word (P)

	<ul style="list-style-type: none"> • Demonstrate flexibility when decoding words with vowel teams (P) • Decode and encode words with R-controlled vowels in multisyllabic words (P) • Decode and encode words with common phonogram patterns with r-controlled vowels (P) • Decode and encode words in which W changes the sound of some R-controlled vowels (P) • Identify the word part -ture in multisyllabic words and use that knowledge to decode and encode (P) • Decode and encode words with -er, -or, and -ar used to represent the /ər/ sound in the last syllable of a word (P) • Understand that all vowels can sometimes make the schwa sound and use that knowledge to decode and encode (P) • Learn new high-frequency words: <i>again, against, being, ready</i> (R, P) 	<ul style="list-style-type: none"> • Read in partnerships to practice reading aloud in a way that captures the feelings and mood of a selected passage ® • Use punctuation to know when to pause ® • Draw on meaning to decide when to pause across longer, more complex sentences ® • Use a simple rubric to assess phrasing and set fluency goals ® • Notice and use dialogue tags to read expressively ® • Use expressive voices to read information texts ® • Adjust reading pace so reading sounds just right (not too fast or too slow) ® • Check in on fluency goals and set new ones ® • Review high-frequency words to support automaticity (P) 		<ul style="list-style-type: none"> • Encode words with vowel teams in multisyllabic words (P) • Encode words in which W changes the sound of some R-controlled vowels (P) • Identify the word part -ture in multisyllabic words and use that knowledge to encode (P) • Understand that all vowels can sometimes make the schwa sound and use that knowledge to d encode (P) • Edit writing using knowledge of high-frequency words (P)
<p>Suggested Assessments</p>	<ul style="list-style-type: none"> • Phonic Decoding Assessment (Two-Syllable Words: All Syllable Types, Three-Syllable Words) • Running Records 			

Unit 4				
Reading Unit: <i>Stepping into the World of Story</i>				
Phonics Unit: <i>Word Collectors</i>				
Strands	Phonics & Decoding Strand	Fluency Strand	Word Knowledge/ Grammar Strand	Spelling Strand
Bend I			<ul style="list-style-type: none"> • Understand compound words and generate examples from a word list (R, P) • Generate sentences using compound words to use examples in context (R, P) • Investigate the meaning of compound words by considering the meaning of each of the two parts. (R, P) • Storytell using compound words (R, P) • Collect examples of compound words in independent reading books and discuss the meaning of each with a partner (R, P) • Write a sentence containing multiple compound words (R, P) • Use capital letters and punctuation to write sentences. (R, P) • Determine meaning of unknown words using context (in conversation) (P) • Use words acquired through conversation in different contexts (P) 	<ul style="list-style-type: none"> • Use knowledge of word parts to spell (P) • Use knowledge of word parts and syllables to spell (P)

			<ul style="list-style-type: none"> • Determine meaning of unknown words using context (in a text) (P) • Generate synonyms and antonyms to understand word meanings (P) • Use words acquired through reading in different contexts (R, P) • Use newly acquired words in different contexts (P) • Sort words by function, meaning, and by emotional charge (P) • Recognize words with multiple meanings (i.e. fly, fire, spat) (P) • Choose precise vocabulary to describe, name, and show action (P) • Distinguish shades of meaning among closely related verbs and adjectives (P) • Recognize and use synonyms (P) • Demonstrate understand of word relationships and nuances in word meanings (P) 	
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<p>Bend II</p>	<ul style="list-style-type: none"> • Use individual words to decode compound words (P) • Distinguish between compound words and word parts (ie. panicking) (P) 		<ul style="list-style-type: none"> • Understand the function of a prefix and use common prefixes (un-, dis-, and re-) to change the meaning of a list of root words (R, P) • Combine prefixes and root words and consider the meaning of each word (R, P) • Generate oral sentences using words with prefixes (R, P) • Study common suffixes (-est, -ly, -er) and determine their meaning by studying a list of words (R, P) • Learn a process for considering the meaning of new prefixes and suffixes v • Collect examples of prefixes and suffixes in independent reading books and discuss the meaning of each with partners (R, P) • Use knowledge of the meaning of individual words to predict the meaning of compound words (<i>firestorm, snowman, baseball, workplace, superstar, stuntwoman, raindrop, birthday, skateboard, sunlight, nighttime, playground, somewhere, anyone, everything, nobody, outside</i>) (P) • Deepen understanding of compound words using context in reading (P) 	<ul style="list-style-type: none"> • Use prefixes and suffixes to write new words ® • Use individual words to spell compound words (P) • Use a spelling routine to spell compound words (P) • Use patterns and rhythm to remember the spelling of high-frequency words (P)
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			<ul style="list-style-type: none"> • Identify word parts that hold meaning (P) • Combine words to make new compound words based on meaning of individual words (P) • Classify compound words from nonsense words using context (P) • Use sentence-level context to determine the meaning of a word (P) • Learn new high-frequency words: <i>everybody</i>, <i>understand</i> (P) • Review high-frequency words (P) • Use high-frequency words to make compound words (R, P) 	
<p>Bend III</p>	<ul style="list-style-type: none"> • Decode base words and prefixes (P) • Use word parts, including prefixes, to solve multisyllabic words when reading (P) • Determine if a group of letters is functioning as a prefix (P) 		<ul style="list-style-type: none"> • Learn about homographs by studying sentences containing a few examples. (blue, bear, lie) (R, P) • Generate sentences using homographs (close, train) v • Study new examples of homographs (tear, type, lean) and generate others (R, P) • Collect examples of homographs from independent reading books and discuss the meaning of each with partners (R, P) 	<ul style="list-style-type: none"> • Use prefix and base word parts to spell (P) • Apply previously learned spelling strategies for adding endings (suffixes): when to drop silent E, when to double consonant, when to change Y to I (P) • Use knowledge of prefixes and suffixes to aim for greater precision in writing (P)

			<ul style="list-style-type: none"> • Recognize prefixes as word parts that affect the meaning of base word (pre-, re-, in-, im-, uni-, bi-, quad-, oct-) (P) • Use the base word to determine the meaning of a word with a prefix (P) • Use sentence-level context to determine the meaning of words with a prefix (P) • Generate words with familiar base words and prefixes (P) • Determine the meaning of new words formed when a prefix is added (P) • Distinguish between prefixes with similar meanings (P) • Determine meaning of unfamiliar base words using meaning of familiar prefixes (P) • Recognize suffixes are word parts that carry meaning (-ing, -ly, -ed, -est, -ful, -less) • Use sentence-level context to determine the meaning of words with a suffix (P) • Change verbs to nouns with the suffix -er (P) • Form comparatives and superlatives by adding suffixes (P) • Recognize suffixes as word parts that affect the meaning of base words (P) 	
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			<ul style="list-style-type: none"> • Form words that are related by attaching suffixes and prefixes to a base words (P) • Review meaning of previously-learned prefixes and suffixes (P) • Learn new high-frequency words: <i>beautiful, cousin</i> 	
<p>Suggested Assessments</p>	<ul style="list-style-type: none"> • Running Records • Literary Reading Performance Assessment 			

Unit 5				
Reading Unit: <i>Growing Knowledge Together</i>				
Strands	Phonics & Decoding Strand	Fluency Strand	Word Knowledge/ Grammar Strand	Spelling Strand
Bend I	<ul style="list-style-type: none"> Recall and use all previously-learned strategies to decode unknown words ® Decode multisyllabic words part by part ® Decode word parts flexibly, adjusting pronunciation to solve multisyllabic words ® 		<ul style="list-style-type: none"> Learn about homophones and study examples using the context of a sentence to understand the meaning of each. (R, P) Investigate the meaning of common homophones using the context in a continuous text (R, P) Study the homophones <i>to</i>, <i>two</i>, and <i>too</i> to learn when to use each (R, P) Collect and use domain-specific vocabulary to talk about a topic (R, P) 	<ul style="list-style-type: none"> Use knowledge of homophones to use the correct spelling ® Use knowledge of <i>to</i>, <i>two</i> and <i>too</i> to generate sentences using the correct spelling of each homophone ®
Bend II			<ul style="list-style-type: none"> Study the homophones <i>there</i>, <i>their</i>, and <i>they're</i> to learn when to use each ® Study the use of common homophones in books to investigate how authors use them in context (R, P) Use knowledge of <i>there</i>, <i>their</i>, and <i>they're</i> to choose the correct homophone for a particular context. (R, P) Investigate and learn a new set of homophones (<i>your</i>, <i>you're</i>) (R, P) 	<ul style="list-style-type: none"> Use knowledge of <i>there</i>, <i>their</i>, and <i>they're</i> to generate sentences using the correct spelling of each homophone ® Identify the correct spelling of <i>you</i> and <i>you're</i> in various contexts Use knowledge of homophones to edit spelling ®

			<ul style="list-style-type: none"> • Make connections between related words about a topic (R, P) • Share vocabulary word collections with clubs to discuss the meaning of each word and how they are connected to other words and the topic (R, P) • Notice and use words that signal how different pieces of information are connected (transitional words, cause/effect words, compare/contrast words) (R, P) • Identify the part of speech of an unknown word (R, P) • Use surrounding words and graphics to determine the meaning of an unknown word (R, P) 	
Bend III			<ul style="list-style-type: none"> • Use a print dictionary to locate words to study the spellings and meanings of words (<i>Remarkable, peculiar, marvelous, atrocious, eerie, enchanting, alluring, adoring, vile</i>) (R, P) • Explore and use a digital dictionary, comparing it to a print dictionary (R, P) • Use strong adjectives to convey point of view (R, P) 	<ul style="list-style-type: none"> • Use a dictionary to locate and check the spelling of a word ® • Use a dictionary to edit or check spelling ®

			<ul style="list-style-type: none"> • Use a thesaurus to find synonyms for a few commonly-used words (<i>walk, play, sad, mad, scared</i>) (R, P) • Use dictionaries and thesauruses to revise and edit (R, P) 	
<p>Suggested Assessments</p>	<ul style="list-style-type: none"> • Running Records • Nonfiction Reading Performance Assessment 			

Phonics Review Units				
Mini-Unit 1 Powerful Patterns: <i>Using Rimes and Rhyming to Build Fluency</i> Mini-Unit 2 Tackling Troublemakers, <i>Once and for All</i> Mini-Unit 3 Yes, They Can: <i>Exploring Parts of Speech</i>				
Strands	Phonics & Decoding Strand	Fluency Strand	Word Knowledge/ Grammar Strand	Spelling Strand
Mini-Unit 1	<ul style="list-style-type: none"> Use high-utility patterns (Rimes) to generate new words (P) 	<ul style="list-style-type: none"> Reread and rehearse fluent reading using familiar poems, songs and books (P) Notice and use familiar rimes to recognize and read words quickly (P) Use the rhythm of a rhyming song, poem, or book to support fluent, expressive reading (P) Reread to bring out the feeling of a text using an expressive voice (P) Give and receive feedback to support more fluent reading (P) 		<ul style="list-style-type: none"> Use known patterns (Rimes) to spell new words (P) Use familiar parts and patterns to edit (P) Use knowledge of patterns to help spell multisyllabic words (P)
Mini-Unit 2	<ul style="list-style-type: none"> Study and identify the phonics features across commonly-misspelled high-frequency words (P) Study R-controlled vowels in commonly-misspelled high-frequency words: <i>first, girl, bird, dirt, shirt</i> (P) Study WH in question words <i>who, what, when, where, why</i> (P) 	<ul style="list-style-type: none"> Read high-frequency words with automaticity (P) 	<ul style="list-style-type: none"> Learn a set of homophones: <i>witch, which</i> (P) 	<ul style="list-style-type: none"> Orthographically map the sounds in commonly-misspelled high-frequency words (P) Spell and check commonly-misspelled high-frequency words (P) Spell high-frequency words with automaticity and accuracy (P)

	<ul style="list-style-type: none"> • Orthographically map the sounds in especially challenging high-frequency words: <i>enough, people, very, write, through, probably</i> (P) 			<ul style="list-style-type: none"> • Notice and use known words parts to spell high-frequency words: <i>could, would, should, them, then, there, their, they</i> (P)
<p>Mini-Unit 3</p>			<ul style="list-style-type: none"> • Learn and study the role of verbs and begin a collection of precise verbs to show what’s happening and how it’s happening. (P) • Use precise verbs to talk about books (P) • Sort verbs into more specific categories such as talking verbs, walking verbs, and feeling verbs, etc. (P) • Learn and study the role of nouns and study and use precise nouns (P) • Understand the concept of a complete sentence (P) • Learn and study the role of adjectives and study and use precise adjectives v • Learn the suffixes -y and -er and how they can change a word (-y changing a noun to an adjective and -er changing a verb to a noun) (P) • Do a “word explosion” to sort parts of speech into various categories of related nouns, verbs, and adjectives (P) • Revise writing to use more precise word choices (P) 	

			<ul style="list-style-type: none"> • Learn and study the role of adverbs (P) • Create alphabetized charts featuring students' word collections v • Distinguish between complete sentences and fragments (P) • Revise fragments to form complete sentences (P) • Generate adverbs (P) • Generate sentences using nouns, verbs, adjectives, and adverbs (P) • Reread and use context to determine the meaning of an unknown word (P) • Use synonyms and antonyms to explain a new word (P) • Use knowledge of parts of speech to figure out what a word means (P) 	
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