

# Elementary Phonics Curriculum: Units of Study in Phonics

## Grade 2

Unit 1: Growing into Second-Grade Phonics			
<b>Overview</b>	<p>Students will...</p> <ul style="list-style-type: none"> <li>• be able to independently use their learning to read and write conventionally.</li> <li>• be held accountable for spelling high frequency words correctly.</li> <li>• apply the tackling word strategy.</li> <li>• boost their knowledge of rhymes and rimes.</li> <li>• read and write better by doing more reading and writing.</li> </ul> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Students will focus on spelling high frequency words conventionally.</li> <li>• Students will grow their phonics knowledge to be more accurate spellers.</li> </ul>		
<b>Unit Learning Bends</b>	Bend I: Professors of Phonics	In this bend, teachers will start off with having each student dissect his or her name to notice the phonetic rules within their own name. The “Phonics Professor Words” chart will be utilized in several lessons. Students will distinguish between long and short vowels and spell words that have the CVC, CVCe, and CCVC patterns. Y will be recognized as a vowel and blend, digraphs and trigraphs will be identified at the beginning and end of words. There will also be a review of high frequency words from kindergarten and 1 <sup>st</sup> grade.	Priority Standards across the Unit that will be addressed:  L.2.2d RF.2.3a RF.2.3b RF.2.3c RF.2.3d RF.2.3e RF.2.3f
	Bend II: Becoming Second-Graders Means Doing Second-Grade Work	In this bend, teachers will begin the work of applying what students know about phonics to their writing. As they push themselves to become better spellers, a list of troublemaker high frequency words will be revealed that most can read in a snap but may still cause problems when trying to spell correctly. To help students spell these words, the chart	

		<p>titled, "Tackle a Word," will be introduced to give students a protocol when spelling. The bend will end with conventions work, that focuses on punctuating on the run by listening to where punctuation goes as they rehearse orally.</p>	
	<p>Bend III: Reading and Writing Words by Analogy Using Patterns and Rhymes</p>	<p>During this bend, teachers will focus on having the students learn to read and write part by part instead of letter by letter. They will get the students to see they use the part they know to spell words. For example, if you can spell "think" then you can spell "shrink". Teachers will support students to scoop up the rhyming parts and draw attention to the fact that just because words sound alike, they are not always spelled alike. When they are spelling new words, they will begin to encourage student to ask these questions- "Does this look right?" "What part looks wrong?" Once students can do this kind of work, teachers will teach them to write words a few different ways to see which one looks right. This strategy will carry over to other units.</p>	
<b>Unit Resources</b>	<ul style="list-style-type: none"> <li>Teachers will utilize a variety of decodable texts.</li> </ul>		
<b>Lesson Topics Across the Unit</b>	<p>Lesson 1: Second Graders Become Professors of Phonics  Lesson 2: Revisiting Silent <i>E</i>  Lesson 3: Learning Long Vowels and Vowel Teams from Reading Literature  Lesson 4: Introducing the "My Snap Words Book"  Lesson 5: <i>R</i>-Controlled Vowels  Lesson 6: Practicing All of the Spelling Patterns for the /ər/ Sound  Lesson 7: A Celebration and a Recap of All We've Learned in Phonics  Lesson 8: Second Graders Are More Careful Spellers, Especially with Troublemaker Words  Lesson 9: Second Graders Don't Wait to Punctuate  Lesson 10: How Do Second-Graders Use Capitals?  Lesson 11: Exploring Homophones  Lesson 12: Second Graders Tackle Important Homophones that are Troublemakers  Lesson 13: Sharing Help for Troublemaker Words  Lesson 14: Spelling by Patterns  Lesson 15: Learning about Phonics from Rhyming Books</p>		

Lesson 16: Looking and Listening for Rhymes—Noticing When Spelling Doesn't Match
Lesson 17: Using Rhyming Patterns to Read Smoothly
Lesson 18: Writing Silly Rhyme Books
Lesson 19: A Celebration of Rhymes

**Unit 2: Big Words Take Big Resolve**

<b>Overview</b>	<p>Students will...</p> <ul style="list-style-type: none"> <li>• identify multisyllabic words from beginning to end.</li> <li>• identify complex consonant combinations that readers find across words</li> <li>• turn their attention to word endings in order to spell words.</li> </ul> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Students will focus on decoding multisyllabic words.</li> <li>• Students will build strategies to identify ways to read multisyllabic words.</li> </ul>
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<b>Unit Learning Bends</b>	Bend I: Moving Methodically across Multisyllabic Words from Tip to Tail	In this bend, students will understand that reading words can be challenging, but that any challenge can be broken down into manageable steps. Students will learn that they can spotlight the challenge, tackle it, and check it. Students will learn several strategies for decoding multisyllabic words.	<p>Priority Standards across the Unit that will be addressed:</p> <p>L.2.4c RF.2.3c RF.2.3f</p>
	Bend II: Camouflaged Consonants across Words	In this bend, students will begin to understand complex consonant combinations that they find across words. They will study silent consonants and explore hard and soft consonants. Teachers will make the connection by discussing some complex consonants that are camouflaged just like animals in the wild. They do not sound the way readers would expect them to.	
	Bend III: Tails: Spelling Tips for Words with Endings	In this bend, students will turn their attention to the endings of words. Teachers will teach a few common spelling tips for adding inflected endings to words. Teachers will begin to see that students are reading words but are still working on spelling words correctly and using the strategies that they learned to help them	

		spell words. The students will use what they know about reading words to help them spell words.	
<b>Unit Resources</b>	<ul style="list-style-type: none"> <li>Teachers will utilize a variety of decodable texts.</li> </ul>		
<b>Lesson Topics across the Unit</b>	<p>Lesson 1: Tackling Challenges</p> <p>Lesson 2: Solving Challenging Words Methodically, Part by Part</p> <p>Lesson 3: Breaking Words into Parts between Two Consonants in the Middle</p> <p>Lesson 4: When Double Consonants Signal a Short-Vowel Sound</p> <p>Lesson 5: Breaking Up Challenging Words with Consonant <i>le</i></p> <p>Lesson 6: Tackling Challenging Words Carefully, Slowly, Methodically</p> <p>Lesson 7: Hiding in Plain Sight</p> <p>Lesson 8: The Hard and Soft Sounds of <i>C</i> and <i>G</i></p> <p>Lesson 9: Soft <i>C</i> and <i>G</i> with Silent <i>E</i> at the End of Words</p> <p>Lesson 10: Writing Words Ending in <i>ge</i></p> <p>Lesson 11: The Master of Disguise</p> <p>Lesson 12: Celebration</p> <p>Lesson 13: Adding <i>-ing</i> and <i>-ed</i> to Words Ending with Silent <i>E</i></p> <p>Lesson 14: Doubling Consonants before Adding Endings</p> <p>Lesson 15: Making Words Plural with <i>-s</i> or <i>-es</i></p> <p>Lesson 16: Changing <i>Y</i> to <i>I</i> before Adding <i>-es</i> or <i>-ed</i></p> <p>Lesson 17: The Commotion Around <i>-tion</i></p> <p>Lesson 18: Celebration</p>		
<b>Unit 3: Word Builders</b>			
<b>Overview</b>	<p>The goal of this unit is to give students a repertoire of skills to use when spelling multi-syllabic words. In this unit these words are referred to as BLC words (words that are big, long and complex). These words become extra tricky when students realize that there are many ways that vowels can be represented. Teachers will encourage students to use their visual checking muscles and ask themselves-</p> <ul style="list-style-type: none"> <li>Does that look right?</li> <li>Does that look like the way I have seen that word in a book?</li> </ul> <p>This unit is set up, so the students have fun while doing this challenging word work. Teachers should expect their class to get swept away in the excitement of the <b>BLC Construction and Demolition Company</b>. Students will get hired for “jobs” at this company and have some projects to complete. They will be playing, pretending, and singing their way through this unit!</p> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>Students will develop spelling strategies that support writing multisyllabic words.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Students will strengthen a repertoire of strategies for breaking words into parts and blend them back together with an emphasis on vowels.</li> <li>• Students will build flexibility in spelling words with long-vowel sounds, understanding that: <ul style="list-style-type: none"> <li>○ the same long vowel can be represented in many ways.</li> <li>○ where a vowel sound is located can give a writer a clue as to what spelling to try.</li> </ul> </li> </ul>
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<b>Unit Learning Bends</b>	<p><b>Bend I:</b> Becoming Word Builders: Writing Big Words</p>	<p>The first bend starts with an exciting announcement when students discover a job posting from the BLC Construction and Demolition Company looking for an amazing team of word builders that are needed to tackle some big projects! Teachers will spend the next few days going over the qualifications. These skills (qualifications) will include building words in big, efficient parts, breaking words into syllables, and making sure every syllable has a vowel. The bend ends with sending off all the required paperwork for the job in the mail and leaving students wondering if they will get the job.</p>	<p>Priority Standards across the Unit that will be addressed:</p> <p>L.2.2d L.2.2e</p>
	<p><b>Bend II:</b> Becoming Vowel Experts, Using Long-Vowel Patterns to Build Big Words</p>	<p>This second bend kicks off with teachers getting a voicemail from BLC Construction saying their class not only got the job but has been assigned to a special task force in vowels. During the bend, teachers will tackle one long vowel at a time, identifying the most common spellings for each vowel sound. One of the big generalizations students want to take away from this bend is that words with the same spelling can be studied to get “tips” in order to make decisions about how to spell words.</p>	
	<p><b>Bend III:</b> Becoming Experts in Word Demolition: Using Vowels to Help Decode Big Words</p>	<p>The focus on this bend shifts from spelling big words to decoding big words. Teachers will focus on breaking big words into manageable parts by paying close attention to the vowels. Teachers will continue to encourage students to look for the very familiar long-vowel patterns with vowel teams or silent E. They will also remind students to look out for vowel teams and r-controlled vowels. Teachers will</p>	

		<p>also acknowledge that sometimes it is very hard when working with vowels, so hard that you might get frustrated and say “UH!” When in doubt teachers will teach their students, they can always try the /uh/ sound. It turns out the most common vowel sound in the English language is the schwa sound and can be represented by every vowel, so this is a catchy way to get this to stick with them. The story of the BLC Construction company continues to play out in this unit as students will need to attend to vowels when decoding to earn their demolition certificate. The bend will end with a commercial for the BLC advertising their services of the class. This will help review the three big skills they have learned in this unit, spelling multi-syllabic words, understanding common long-vowel spellings, and breaking big words into parts to read.</p>	
<b>Unit Resources</b>	<ul style="list-style-type: none"> <li>Teachers will utilize a variety of decodable books.</li> </ul>		
<b>Lesson Topics across the Unit</b>	<p>Lesson 1: Word Builders Wanted  Lesson 2: Building Bigger, Longer, More Complex Words, Syllable by Syllable  Lesson 3: Checking for Vowels in Every Syllable  Lesson 4: Using Analogy to Spell Big Words Accurately  Lesson 5: Using Spelling Strategies to Check and Fix Up Really Important Words  Lesson 6: Learning to Spell the Words You Love  Lesson 7: What Looks Right?  Lesson 8: Discovering and Sorting Ways to Spell Words with Long A  Lesson 9: Listen for Where You Hear the Vowels  Lesson 10: From Little Words to Big Words  Lesson 11: Using Long I Spelling Patterns to Spell More and More Words  Lesson 12: Adding Inflected Endings to Words with Long Vowels  Lesson 13: Studying and Sorting Long O Spelling to Help You Write Big Words  Lesson 14: Listening for Long U Spelling Patterns in Words You Know to Spell New Words  Lesson 15: Word Demolition  Lesson 16: Keeping Vowel Teams Together When Decoding Words  Lesson 17: Reading Using all of your Phonics Knowledge  Lesson 18: Getting to Know the Word Part <i>-ture</i> to Help Read and Write Complex Words  Lesson 19: Trying <i>Schwa</i>, “The Frustrated Sound,” to Solve Tricky Words  Lesson 20: Let’s Celebrate!</p>		

## Unit 4: Word Collectors

<p><b>Overview</b></p>	<p>This unit is devoted to a careful study of words. It is meant to be taught with joy and the understanding that risks will be taken by everyone (including teachers). This unit was designed to go alongside nonfiction reading and writing units. The students will learn to question what a word is and the word's meaning and have opportunities to study word parts and make meaning of the word parts.</p> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Students will build their vocabulary knowledge.</li> <li>• Students will use the parts of compound words to identify the meaning of the word.</li> <li>• Students will understand the concept of affixes and how they change word meaning.</li> </ul>		
<p><b>Unit Learning Bends</b></p>	<p>Bend I: Fostering Word Consciousness</p>	<p>In this unit, the students will develop a deeper understanding of vocabulary. Teachers will invite different “experts” from around the school to share the work that they do. Teachers will provide these experts with a list of academic vocabulary to include in their mini presentations. The students will work with partners and rug clubs to explore the new words together. While working together, the students will recognize that knowing how to pronounce and spell a word is not enough; determining the meaning of a word is very important.</p>	<p>Priority Standards across the Unit that will be addressed:</p> <p>L.2.4a L.2.4b L.2.4c L.2.4d RF.2.3d</p>
<p>Bend II: Growing Our Word Collections with Compound Words</p>	<p>In this bend, the students will be studying compound words. They will learn that word parts not only help the reader break a word apart, but they also help the reader determine the meaning of the word. The students will also be challenged to build and spell other compound words by combining the parts of the original compound words. Through the study of different compound words, students will learn that manipulating word parts can change the meaning of words. In this bend, teachers will keep the theme of word collecting. The high frequency words taught in this unit are also compound words. To end</p>		

		<p>this bend, the students will be creating their own compound word and launching a campaign to get others to use their invented word.</p>	
	<p>Bend III: Growing Our Word Collectors with Affixes</p>	<p>In this bend, the students will shift their focus to affixes and their effect on base words. The students will be exploring two kinds of affixes: prefixes and suffixes. Teachers will begin with the most common prefixes (un- and non-). The students will be starting a new section in their word collector book, one that is devoted to words with prefixes. Teachers will then move to the study of suffixes and their effects on words. They will teach students that suffixes often change the parts of speech of the base words. The purpose is to not memorize specific suffixes but to understand how they change word meaning. Some students may still be struggling with high frequency words, so teachers may want to practice these with students so that by the end of 2<sup>nd</sup> grade they have a firm grasp on high frequency words.</p>	
<b>Unit Resources</b>	<ul style="list-style-type: none"> <li>Teachers can utilize a variety of decodable books.</li> </ul>		
<b>Lesson Topics across the Unit</b>	<p>Lesson 1: Becoming Word Collectors  Lesson 2: Collecting Words from Books, Using Context Clues to Discern Meaning  Lesson 3: Learning Words Requires Doing Things with Those Words  Lesson 4: Sorting and Organizing Word Collections  Lesson 5: Creating Word Thermometers  Lesson 6: Sharing Our Word Collections with the World  Lesson 7: Learning Compound Words—and the Words that Constitute Them  Lesson 8: Using Compound Words to Make New Words  Lesson 9: Learning a New Set of Compound Words—with More Independence  Lesson 10: Making More and <i>More</i> Words  Lesson 11: Common Compound Words  Lesson 12: Compound Creations  Lesson 13: Prefixes Change Meanings of Words  Lesson 14: Learning New Prefixes: <i>pre-</i>, <i>re-</i>, and <i>in-</i>  Lesson 15: Checking the Meaning of Words Using the Words around Them  Lesson 16: Noticing When Letter Combinations Act as a Prefix <i>and</i> When They Don't</p>		

	Lesson 17: Investigating How Suffixes Affect the Meaning of Words Lesson 18: Learning New Suffixes: <i>-ful</i> and <i>-less</i> Lesson 19: Using Our Word Collections as We Write
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**Mini Unit: Rhyming/Rimes**

<b>Overview</b>	<p>The goal of the mini unit is to help students develop automaticity. As 2<sup>nd</sup> graders become readers and writers, they get excited about the longer stories they are reading and writing. However, some students begin to race ahead. The mini unit helps the students slow down and consolidate. Students review what they have learned and bring their knowledge over into the next unit.</p> <p><b>Enduring Understandings</b></p> <ul style="list-style-type: none"> <li>• Students will focus on rime/rhyming patterns to help read and write words.</li> <li>• Students will reread to build fluency.</li> </ul>		
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<b>Unit Learning Bends</b>	Mini-Unit I: Powerful Patterns: Using Rimes and Rhyming to Build Fluency	In this unit the students will launch into more intensive fluency practice, and they will be introduced to a more sophisticated way of using familiar word parts to spell. The students will be performing for an audience. The students will work with teachers to determine which pieces to perform, in what form and for whom they will perform.	Priority Standards across the Unit that will be addressed:  RF.2.4a RF.2.4b RF.2.4c
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<b>Unit Resources</b>	<ul style="list-style-type: none"> <li>• Teachers utilize a variety of decodable books, rhyming books, and poetry books.</li> </ul>
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<b>Lesson Topics across the Unit</b>	A variety of lessons will be incorporated across this unit. Lessons can include: <ul style="list-style-type: none"> <li>• Making your reading fluent</li> <li>• Finding powerful word patterns</li> <li>• Readers talk about books to deepen understanding</li> <li>• Reading partners work together</li> <li>• Bringing reading to life by changing speed and volume, using expression, and paying attention to punctuation</li> <li>• Recognizing different spelling patterns but same rhyme</li> </ul>
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## Mini Unit: Tackling Troublemakers/Parts of Speech

<b>Overview</b>	<p>The goal of the mini unit is to help students develop automaticity. As 2<sup>nd</sup> graders become readers and writers, they get excited about the longer stories they are reading and writing. However, some students begin to race ahead. The mini unit helps the students slow down and consolidate. They help review what the students have learned and help them to bring their knowledge over into the next unit.</p> <p><b>Enduring Understandings</b>  <u>Tackling Troublemakers, Once and for All:</u></p> <ul style="list-style-type: none"> <li>• Students will identify and use strategies to read and spell words that give them trouble.</li> </ul> <p><u>Parts of Speech</u></p> <ul style="list-style-type: none"> <li>• Students will build their vocabulary knowledge.</li> <li>• Students will identify parts of speech.</li> </ul>		
<b>Unit Learning Bends</b>	Mini-Unit 2: Tackling Troublemakers, Once and for All	<p>In this unit the students will work with troublemaker words. This unit is designed to have students read and spell high frequency words that are giving them trouble. Teachers will share the fact that 50% of the words they read are high frequency words and by tackling these words now this will help them in the years to come. At the end of this mini unit the students will be able to show off their talent by sharing these words with 1<sup>st</sup> graders.</p>	<p>Priority Standards across the Unit that will be addressed:</p> <p>L.2.5a RF.2.3d RF.2.3f</p>
	Mini-Unit 3: Yes, They Can: Exploring Parts of Speech	<p>This unit is an extension of Unit III, Word Collectors. In this unit, the students will build their vocabulary knowledge. They will develop the habit of learning new words all the time. They will be gathering interesting vocabulary, identifying the meaning, and using this new vocabulary when talking and writing. In this unit the students will also become 'expert' word collectors by collecting categories of words like verbs, nouns, and adjectives. At the end of the unit the students will create an alphabet book showing their knowledge of the new vocabulary and parts of speech.</p>	
<b>Unit Resources</b>	<ul style="list-style-type: none"> <li>• Teachers will utilize a variety of decodable books.</li> </ul>		

<b>Lesson Topics across the Unit</b>	<p>A variety of lessons will be incorporated across this unit. Lessons can include:</p> <ul style="list-style-type: none"><li>• Looking across words and noticing spelling patterns</li><li>• Decoding trickier words that don't follow a pattern</li><li>• Using phonics knowledge to spell words</li><li>• Studying parts of speech: nouns, verbs, adjectives, and adverbs</li><li>• Using context when reading to figure out what a word means</li><li>• Noticing how prefixes change the meaning of words</li><li>• Using word parts and what's happening around the word to make meaning</li><li>• Noticing how suffixes change the meaning of words</li></ul>
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