

Stratford School District

Curriculum Map

Phonics

2nd Grade



Created: July 2024

Board Approved: August 2024

New Jersey Student Learning Standards:

Career Readiness and Life Literacy Standards

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives

9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business

9.4.2.CI.2: Demonstrate originality and inventiveness in work

9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.

Computer Science and Design Literacy Standards

8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes.

8.2.2.ED.2: Collaborate to solve a simple problem, or to illustrate how to build a product using the design process.

Interdisciplinary Connections

6.1.2.CivicsPR.1: Determine what makes a good rule or law.

6.1.2.CivicsPR.3: Analyze classroom rules and routines and describe how they are designed to benefit the common good.

Unit Resources:

Core: Foundations teaching guides, letter and sound cards, letter boards, whiteboards

Supplemental: Waggle, Boddle Learning, Boom Cards, IXL

Learning Plan:

- Begin with a phonemic awareness warm up
- Review previously taught sounds
- Introduce focus skills
- Complete corresponding lesson activity through white boards/letter boards/etc.
- Go over weeks "trick" words
- Close lesson with final activity

Unit Assessments:

Formative: letter boards, white boards, oral participation

Summative: Unit tests

Alternative: Interactive Phonics games (Word sort, sound hunt, word chains, sound matching) teacher observations, decodable text

Dates	Unit Topics	Standards
2 weeks/ 10 days September 11 - September 27	Unit 1 & unit assessment <ul style="list-style-type: none"> • Letter-keyword-sound for consonants, vowels, digraphs • Concept of consonant digraphs, consonant blends, and digraph blends • Spelling of /k/ sound • Closed-syllable type 	<p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> E. Recognize and read grade-appropriate irregularly spelled words F. Read high-frequency and grade-level irregular words with automaticity G. Identify the parts of high frequency words that are regular and the parts that are irregular. <p>L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <ul style="list-style-type: none"> A. Write legibly and with sufficient fluency to support composition. B. Write the most common graphemes (letters or letter groups) for each phoneme <ul style="list-style-type: none"> i. Consonants ii. Vowels <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <ul style="list-style-type: none"> A. Regular, single-syllable words B. Regular two and three syllable words C. Word with suffixes D. Most often used words in English <p>L.WF.2.3 Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p>

<p>2 weeks/ 10 days September 30 - October 11</p>	<p>Unit 2 & unit assessment</p> <ul style="list-style-type: none"> • Bonus letter spelling rule, ff, ll, ss, and sometimes zz • Glued sounds: all, am, an, ang, ing, ong, ung, ank, ink, onk, unk • Blending and reading words with glued sounds • Segmenting and spelling words with bonus letters and glued sounds • ar, er, ir, or, ur 	<p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondence for common vowel teams. E. Recognize and read grade-appropriate irregularly spelled words F. Read high-frequency and grade-level irregular words with automaticity G. Identify the parts of high frequency words that are regular and the parts that are irregular</p> <p>L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <ul style="list-style-type: none"> A. Write legibly and with sufficient fluency to support composition. B. Write the most common graphemes (letters or letter groups) for each phoneme <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <ul style="list-style-type: none"> A. Regular, single-syllable words <ul style="list-style-type: none"> i. position -based patterns ii. Complex consonant blends iii. Less common vowel teams iv. Vowel-r combinations B. Regular two and three syllable words C. Word with suffixes D. Most often used words in English <p>L.WF.2.3 Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p>
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<p>1 week/ 5 days October 15 - October 21</p>	<p>Unit 3 & unit assessment</p> <ul style="list-style-type: none"> • Concept of closed syllable exception • Glued sounds: ild, ind, old, olt, ost • Story retelling and fluent passage reading • ai, ay, ea, ee, ey, oi, oy 	<p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. A.Know spelling-sound correspondence for common vowel teams. E. Recognize and read grade-appropriate irregularly spelled words F. Read high-frequency and grade-level irregular words with automaticity G. Identify the parts of high frequency words that are regular and the parts that are irregular L.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. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary L.WF.2.1. Demonstrate command of the conventions of writing. A. Write legibly and with sufficient fluency to support composition. B. Write the most common graphemes (letters or letter groups) for each phoneme L.WF.2.2. Demonstrate command of the conventions of encoding and spelling. A. Regular, single-syllable words i. position -based patterns ii. Complex consonant blends iii. Less common vowel teams B. Regular two and three syllable words C. Word with suffixes D. Most often used words in English L.WF.2.3 Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p>
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<p>2 weeks/ 10 days : October 22 - November 6</p>	<p>Unit 4 & unit assessment</p> <ul style="list-style-type: none"> • Review suffixes: -s, -es, -ed, -ing • Additional sounds of -ed suffix /d/, /t/ • Comparison suffixes: -er, -est • Spelling procedure for words with suffixes • Forming plurals and forming present and past tense • Categorizing vowel and consonant suffixes • Fluent passage reading • oa, oe, ow, ou, oo, ue, ew 	<p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know spelling-sound correspondence for common vowel teams.</p> <p>C. Decode words with common prefixes and suffixes</p> <p>E. Recognize and read grade-appropriate irregularly spelled words</p> <p>F. Read high-frequency and grade-level irregular words with automaticity</p> <p>G. Identify the parts of high frequency words that are regular and the parts that are irregular</p> <p>L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <p>A. Write legibly and with sufficient fluency to support composition.</p> <p>B. Write the most common graphemes (letters or letter groups) for each phoneme</p> <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>A. Regular, single-syllable words</p> <p>i. position -based patterns</p> <p>ii. Complex consonant blends</p> <p>iii. Less common vowel teams</p> <p>iv. Vowel-r combinations</p> <p>v. contractions</p> <p>vi. homophones</p> <p>vii. Plurals and possessives</p> <p>B. Regular two and three syllable words</p> <p>C. Word with suffixes</p> <p>D. Most often used words in English</p> <p>L.WF.2.3 Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p>
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<p>2 weeks/ 10 days: November 11 - November 27</p>	<p>Unit 5 & unit assessment</p> <ul style="list-style-type: none"> • Review and spelling two syllable words • Review syllable concept in multisyllabic words • Compound words • Syllable division rules for dividing between closed syllables Procedure for spelling words with more than one syllable • Spelling of <i>ic</i> at the end of multisyllabic words • New suffixes: <i>ful, ment, ness, less, able, en, ish</i> • Prefixes: <i>mis, un, non, dis, and trans</i> • Vowel teams: <i>au, aw</i> 	<p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know spelling-sound correspondence for common vowel teams.</p> <p>B. Decode regularly spelled two-syllable words with long vowels</p> <p>C. Decode words with common prefixes and suffixes</p> <p>E. Recognize and read grade-appropriate irregularly spelled words</p> <p>F. Read high-frequency and grade-level irregular words with automaticity</p> <p>G. Identify the parts of high frequency words that are regular and the parts that are irregular</p> <p>L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <p>A. Write legibly and with sufficient fluency to support composition.</p> <p>B. Write the most common graphemes (letters or letter groups) for each phoneme</p> <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>A. Regular, single-syllable words</p> <p>i. position -based patterns</p> <p>ii. Complex consonant blends</p> <p>iii. Less common vowel teams</p> <p>iv. Vowel-r combinations</p> <p>B. Regular two and three syllable words</p> <p>i. Combine closed, open, vowel team, vowel - r and CVe syllables</p> <p>ii. Are compounds comprising familiar parts</p> <p>iii. Include the most common prefixes and derivational suffixes.</p> <p>C. Word with suffixes</p> <p>D. Most often used words in English</p> <p>L.WF.2.3 Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p>
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<p>2 weeks/ 10 days: December 2 - December 13</p>	<p>Unit 6 & unit assessment</p> <ul style="list-style-type: none"> • Review vowel-consonant- syllable • s - /s/ and /z/ • Spelling option procedure <ul style="list-style-type: none"> • Two- syllable words with closed and vowel-consonant- e syllables • Compound words • Vowel-consonant-e exception (-ive) 	<p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know spelling-sound correspondence for common vowel teams.</p> <p>B. Decode regularly spelled two-syllable words with long vowels</p> <p>C. Decode words with common prefixes and suffixes</p> <p>E. Recognize and read grade-appropriate irregularly spelled words</p> <p>F. Read high-frequency and grade-level irregular words with automaticity</p> <p>G. Identify the parts of high frequency words that are regular and the parts that are irregular</p> <p>L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <p>A. Write legibly and with sufficient fluency to support composition.</p> <p>B. Write the most common graphemes (letters or letter groups) for each phoneme</p> <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>A. Regular, single-syllable words</p> <p>i. position -based patterns</p> <p>vii. Plurals and possessives</p> <p>B. Regular two and three syllable words</p> <p>C. Word with suffixes</p> <p>D. Most often used words in English</p> <p>L.WF.2.3 Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p>
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<p>3 weeks/ 15 days: December 16 - January 15</p>	<p>Unit 7 & unit assessment</p> <ul style="list-style-type: none"> • open syllable type • y as a vowel • Combining open syllables with closed and vowel-consonant-e syllables • y, ly, ty suffixes 	<p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know spelling-sound correspondence for common vowel teams.</p> <p>B. Decode regularly spelled two-syllable words with long vowels</p> <p>C. Decode words with common prefixes and suffixes</p> <p>E. Recognize and read grade-appropriate irregularly spelled words</p> <p>F. Read high-frequency and grade-level irregular words with automaticity</p> <p>G. Identify the parts of high frequency words that are regular and the parts that are irregular</p> <p>L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <p>A. Write legibly and with sufficient fluency to support composition.</p> <p>B. Write the most common graphemes (letters or letter groups) for each phoneme</p> <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>A. Regular, single-syllable words</p> <p>i. position -based patterns</p> <p>iii. Less common vowel teams</p> <p>B. Regular two and three syllable words</p> <p>i. Combine closed, open, vowel team, vowel - r and CVe syllables</p> <p>li. Are compounds comprising familiar parts</p> <p>lii. Include the most common prefixes and derivational suffixes.</p> <p>C. Word with suffixes</p> <p>D. Most often used words in English</p> <p>L.WF.2.3 Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p>
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<p>1 week/5 days: January 16 - 24</p>	<p>Unit 8 & unit assessment</p> <ul style="list-style-type: none"> • R-controlled syllable types • Sounds of ar and or • Combining r-controlled syllables with other syllable types 	<p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words. A. Know spelling-sound correspondence for common vowel teams. E. Recognize and read grade-appropriate irregularly spelled words F. Read high-frequency and grade-level irregular words with automaticity G. Identify the parts of high frequency words that are regular and the parts that are irregular</p> <p>L.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. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>L.WF.2.1. Demonstrate command of the conventions of writing. A. Write legibly and with sufficient fluency to support composition. B. Write the most common graphemes (letters or letter groups) for each phoneme</p> <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling. A. Regular, single-syllable words iv. Vowel-r combinations B. Regular two and three syllable words i. Combine closed, open, vowel team, vowel - r and CVe syllables ii. Are compounds comprising familiar parts iii. Include the most common prefixes and derivational suffixes. C. Word with suffixes D. Most often used words in English</p> <p>L.WF.2.3 Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>L.WF.2.1.A Write legibly and with sufficient fluency to support composition.</p>
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<p>2 weeks/ 10 days: January 27 - February 7</p>	<p>Unit 9 & unit assessment</p> <ul style="list-style-type: none"> • Sounds of er, ir, ur • Spelling option procedure for /er/ sound • Combining r-controlled syllables with er, ir, and ur with other syllable types 	<p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know spelling-sound correspondence for common vowel teams.</p> <p>E. Recognize and read grade-appropriate irregularly spelled words</p> <p>F. Read high-frequency and grade-level irregular words with automaticity</p> <p>G. Identify the parts of high frequency words that are regular and the parts that are irregular</p> <p>L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <p>A. Write legibly and with sufficient fluency to support composition.</p> <p>B. Write the most common graphemes (letters or letter groups) for each phoneme</p> <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>A. Regular, single-syllable words</p> <p>i. position -based patterns</p> <p>iii. Less common vowel teams</p> <p>iv. Vowel-r combinations</p> <p>B. Regular two and three syllable words</p> <p>C. Word with suffixes</p> <p>D. Most often used words in English</p> <p>L.WF.2.3 Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>L.WF.2.1.A Write legibly and with sufficient fluency to support composition.</p>
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<p>2 weeks/ 10 days: February 10 - February 24</p>	<p>Unit 10 & unit assessment</p> <ul style="list-style-type: none"> • Double vowel syllable type • Sounds of ai, ay • Use of spelling option procedure for /ā/ • Combining double vowel syllable with other syllable types <p>Homophones</p>	<p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know spelling-sound correspondence for common vowel teams.</p> <p>B. Decode regularly spelled two-syllable words with long vowels</p> <p>C. Decode words with common prefixes and suffixes</p> <p>D. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>E. Recognize and read grade-appropriate irregularly spelled words</p> <p>F. Read high-frequency and grade-level irregular words with automaticity</p> <p>G. Identify the parts of high frequency words that are regular and the parts that are irregular</p> <p>L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <p>A. Write legibly and with sufficient fluency to support composition.</p> <p>B. Write the most common graphemes (letters or letter groups) for each phoneme</p> <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>A. Regular, single-syllable words</p> <p>i. position -based patterns</p> <p>iii. Less common vowel teams</p> <p>v. contractions</p> <p>vi. homophones</p> <p>B. Regular two and three syllable words</p> <p>i. Combine closed, open, vowel team, vowel - r and CVe syllables</p> <p>li. Are compounds comprising familiar parts</p> <p>lii. Include the most common prefixes and derivational suffixes.</p> <p>C. Word with suffixes</p> <p>D. Most often used words in English</p> <p>L.WF.2.3 Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>L.WF.2.1.A Write legibly and with sufficient fluency to support composition.</p>
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<p>2 weeks/ 10 days: February 25 - March 10</p>	<p>Unit 11 & unit assessment</p> <ul style="list-style-type: none"> • Sounds of ee, ea, ey • Use of spelling option procedure for /ē/ sound 	<p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know spelling-sound correspondence for common vowel teams.</p> <p>B. Decode regularly spelled two-syllable words with long vowels</p> <p>E. Recognize and read grade-appropriate irregularly spelled words</p> <p>F. Read high-frequency and grade-level irregular words with automaticity</p> <p>G. Identify the parts of high frequency words that are regular and the parts that are irregular</p> <p>L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <p>A. Write legibly and with sufficient fluency to support composition.</p> <p>B. Write the most common graphemes (letters or letter groups) for each phoneme</p> <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>A. Regular, single-syllable words</p> <p>i. position -based patterns</p> <p>iii. Less common vowel teams</p> <p>B. Regular two and three syllable words</p> <p>i. Combine closed, open, vowel team, vowel - r and CVe syllables</p> <p>li. Are compounds comprising familiar parts</p> <p>lii. Include the most common prefixes and derivational suffixes.</p> <p>C. Word with suffixes</p> <p>D. Most often used words in English</p> <p>L.WF.2.3 Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>L.WF.2.1.A Write legibly and with sufficient fluency to support composition.</p>
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<p>1 week/ 5 days: March 11 - March 17</p>	<p>Unit 12 & unit assessment</p> <ul style="list-style-type: none"> • Sounds of oi, oy • Spelling generalizations of /oi/ sound 	<p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know spelling-sound correspondence for common vowel teams.</p> <p>E. Recognize and read grade-appropriate irregularly spelled words</p> <p>F. Read high-frequency and grade-level irregular words with automaticity</p> <p>G. Identify the parts of high frequency words that are regular and the parts that are irregular</p> <p>L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <p>A. Write legibly and with sufficient fluency to support composition.</p> <p>B. Write the most common graphemes (letters or letter groups) for each phoneme</p> <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>A. Regular, single-syllable words</p> <p>i. position -based patterns</p> <p>iii. Less common vowel teams</p> <p>B. Regular two and three syllable words</p> <p>i. Combine closed, open, vowel team, vowel - r and CVe syllables</p> <p>li. Are compounds comprising familiar parts</p> <p>lii. Include the most common prefixes and derivational suffixes.</p> <p>C. Word with suffixes</p> <p>D. Most often used words in English</p> <p>L.WF.2.3 Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>L.WF.2.1.A Write legibly and with sufficient fluency to support composition. .</p>
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<p>2 weeks/ 10 days: March 18 - March 31</p>	<p>Unit 13 & unit assessment</p> <ul style="list-style-type: none"> • The long o sound of oa, oe, ow • Use of spelling option procedure for /ō/ • Review of suffix endings 	<p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know spelling-sound correspondence for common vowel teams.</p> <p>B. Decode regularly spelled two-syllable words with long vowels</p> <p>C. Decode words with common prefixes and suffixes</p> <p>E. Recognize and read grade-appropriate irregularly spelled words</p> <p>F. Read high-frequency and grade-level irregular words with automaticity</p> <p>G. Identify the parts of high frequency words that are regular and the parts that are irregular</p> <p>L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <p>A. Write legibly and with sufficient fluency to support composition.</p> <p>B. Write the most common graphemes (letters or letter groups) for each phoneme</p> <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>A. Regular, single-syllable words</p> <p>iii. Less common vowel teams</p> <p>B. Regular two and three syllable words</p> <p>i. Combine closed, open, vowel team, vowel - r and CVe syllables</p> <p>li. Are compounds comprising familiar parts</p> <p>lii. Include the most common prefixes and derivational suffixes.</p> <p>C. Word with suffixes</p> <p>D. Most often used words in English</p> <p>L.WF.2.3 Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>L.WF.2.1.A Write legibly and with sufficient fluency to support composition.</p>
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<p>2 weeks/ 10 days: April 1 - April 14</p>	<p>Unit 14 & unit assessment</p> <ul style="list-style-type: none"> • The /ou/ sound of /ou/ and /ow/ • Flexibility in sound choices for reading • Spelling generalizations of /ou/ sound 	<p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know spelling-sound correspondence for common vowel teams.</p> <p>E. Recognize and read grade-appropriate irregularly spelled words</p> <p>F. Read high-frequency and grade-level irregular words with automaticity</p> <p>G. Identify the parts of high frequency words that are regular and the parts that are irregular</p> <p>L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <p>A. Write legibly and with sufficient fluency to support composition.</p> <p>B. Write the most common graphemes (letters or letter groups) for each phoneme</p> <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>A. Regular, single-syllable words</p> <p>i. position -based patterns</p> <p>iii. Less common vowel teams</p> <p>B. Regular two and three syllable words</p> <p>i. Combine closed, open, vowel team, vowel - r and CVe syllables</p> <p>li. Are compounds comprising familiar parts</p> <p>lii. Include the most common prefixes and derivational suffixes.</p> <p>C. Word with suffixes</p> <p>D. Most often used words in English</p> <p>L.WF.2.3 Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>L.WF.2.1.A Write legibly and with sufficient fluency to support composition.</p>
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<p>2 weeks/ 10 days: April 15 - May 6</p>	<p>Unit 15 & unit assessment</p> <ul style="list-style-type: none"> • The /ü/ sound of oo, ou, ue, ew • The /ū/ sound of ue • The /û / sound of oo • Use the spelling option procedure for /ü/ and /ū/ sounds 	<p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know spelling-sound correspondence for common vowel teams.</p> <p>E. Recognize and read grade-appropriate irregularly spelled words</p> <p>F. Read high-frequency and grade-level irregular words with automaticity</p> <p>G. Identify the parts of high frequency words that are regular and the parts that are irregular</p> <p>L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <p>A. Write legibly and with sufficient fluency to support composition.</p> <p>B. Write the most common graphemes (letters or letter groups) for each phoneme</p> <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>vii. Plurals and possessives</p> <p>B. Regular two and three syllable words</p> <p>i. Combine closed, open, vowel team, vowel - r and CVe syllables</p> <p>li. Are compounds comprising familiar parts</p> <p>lii. Include the most common prefixes and derivational suffixes.</p> <p>C. Word with suffixes</p> <p>D. Most often used words in English</p> <p>L.WF.2.3 Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>L.WF.2.1.A Write legibly and with sufficient fluency to support composition.</p>
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<p>1 week/ 5 days: May 7 - May 13</p>	<p>Unit 16 & unit assessment</p> <ul style="list-style-type: none"> • Sounds of au, aw • Spelling generalizations for the /ô/ sound 	<p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know spelling-sound correspondence for common vowel teams.</p> <p>E. Recognize and read grade-appropriate irregularly spelled words</p> <p>F. Read high-frequency and grade-level irregular words with automaticity</p> <p>G. Identify the parts of high frequency words that are regular and the parts that are irregular</p> <p>L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <p>A. Write legibly and with sufficient fluency to support composition.</p> <p>B. Write the most common graphemes (letters or letter groups) for each phoneme</p> <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>A. Regular, single-syllable words</p> <p>B. Regular two and three syllable words</p> <p>C. Word with suffixes</p> <p>D. Most often used words in English</p> <p>L.WF.2.3 Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>L.WF.2.1.A Write legibly and with sufficient fluency to support composition.</p>
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<p>2 weeks/ 10 days: May 14 - May 30</p>	<p>Unit 17 & unit assessment</p> <ul style="list-style-type: none"> • Consonant -le syllable type • Spelling consonant -le words • Review all 6 syllable types 	<p>L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know spelling-sound correspondence for common vowel teams.</p> <p>E. Recognize and read grade-appropriate irregularly spelled words</p> <p>F. Read high-frequency and grade-level irregular words with automaticity</p> <p>G. Identify the parts of high frequency words that are regular and the parts that are irregular</p> <p>L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>L.WF.2.1. Demonstrate command of the conventions of writing.</p> <p>A. Write legibly and with sufficient fluency to support composition.</p> <p>B. Write the most common graphemes (letters or letter groups) for each phoneme</p> <p>L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>A. Regular, single-syllable words</p> <p>B. Regular two and three syllable words</p> <p>C. Word with suffixes</p> <p>i. Consonant doubling</p> <p>ii. Dropping silent-e</p> <p>D. Most often used words in English</p> <p>i. Irregular words</p> <p>ii. pattern based words</p> <p>L.WF.2.3 Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.</p> <p>L.WF.2.1.A Write legibly and with sufficient fluency to support composition.</p>
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ACCOMMODATIONS and MODIFICATIONS

Additional accommodations can also be found in the curriculum [appendix](#).

<p>504</p> <ul style="list-style-type: none"> • Work with fewer items per page or line and/or materials in a larger print size • Sit where he learns best (for example, near the teacher, away from distractions) • Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out) • Use an alarm to help with time management • Take frequent breaks, such as after completing a task • Use visual presentations of verbal material, such as word webs and visual organizers 	<p>Special Education</p> <ul style="list-style-type: none"> • Use physical manipulatives for blending • Listen to audio recordings instead of reading text • Always keep the Closed Captioning option ON when showing videos or TV segments so that all students can listen to and read the information. • Take more time to complete a task or a test • Take sections of a test in a different order • Be given a written list of instructions • Sit where they learn best (for example, near the teacher, away from distractions) • Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out) • Have extra time to process oral information and directions • Complete fewer or different homework problems than peers
<p>At-Risk</p> <ul style="list-style-type: none"> • Use physical manipulatives for blending • Mark texts with a highlighter • Be given a written list of instructions • Flexible due dates • Ability to resubmit assignments • Sit where he learns best (for example, near the teacher, away from distractions) • Use visual presentations of verbal material, such as word webs and visual organizers 	<p>Gifted and Talented</p> <ul style="list-style-type: none"> • Avoid drill and practice activities. • Create specialized learning centers for skill work • Provide opportunities for divergent (many answers) and convergent (best answer) thinking • Help them learn to set their own learning goals, then provide them with the opportunity to work towards those goals. • Higher level support text • Allow gifted students to move more quickly through the material • Provide higher level thinking questions to invoke thoughtful written responses
<p>Multilingual Learners</p> <ul style="list-style-type: none"> • Explanation of directions (English) • Repeat directions • Preferential seating • Have curriculum materials translated into native language • Provide verbal praise or tangible reinforcement to increase motivation • Answer orally, point to answer 	

