

# Second Grade Phonics Scope and Sequence With Concepts of Print and Phonemic Awareness

Revised 8/22/13

<b>CCSS</b>	<b>Learning Target</b>	<b>Resources/ Mentor Texts</b>	<b>Assessment</b>
<p><b>CCSS.ELA-Literacy.RF.2.3</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p>	<p>I can decode words.</p>		
<p><b>CCSS.ELA-Literacy.L.2.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>I can use correct grammar when I write and speak.</p>	<p>Spelling Sourcebook for 2<sup>nd</sup> Grade Teachers By: Rebecca Sitton</p>	<p>Weekly cloze story test and weekly word work lessons</p>
<p><b>CCSS.ELA-Literacy.L.2.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>I can use conventions when I write.</p>	<p>Words Their Way Word Sorts</p>	<p>Words sorts test</p>
<p><b>CCSS.ELA-Literacy.L.2.3</b> Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>I can use conventions when I speak.</p>		
<p><b>CCSS.ELA-Literacy.L.2.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p>	<p>I can use different strategies to understand the meaning of unknown words.</p>		
<p><b>CCSS.ELA-Literacy.L.2.5</b> Demonstrate understanding of word relationships and nuances in word meanings.</p>	<p>I can know how words relate to one another.</p>		
<p><b>CCSS.ELA-Literacy.L.2.6</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>I can use describing words.</p>		

--	--	--	--

## High Frequency Words

Taught explicitly and embedded throughout the second grade curriculum

Dolch List - [Click Here for List](#)

### Phonics

One-syllable words with long and short vowels (a,e,i,o,u)
---

Read and write one-syllable long and short vowel words
--

Vowel Teams
-------------

Identify, read, and write words with vowel teams
--

Identify, read and write the vowel teams which are diphthongs
---

Long a - a, ai, ay, , ea, ei Also include: au (auto), aw(saw), au (caught), al (talk), al (ball),
---

Long e - e, e_e, ea, ee, y Also include: ey, ei, ew,
--

Long i - i, ie, igh, y
------------------------

Long o - o, oa, ow, oe Also include: oi, oy, ou, oo, air, oe (toe), ou,
---

Long u - u, ue, ew, ui
------------------------

## Phonics

### Inflected Endings

es ending  
ed /ed/ ending  
ed /d/ ending  
ed /t/ ending  
Double consonant + ed ending  
Change y to i \_ing ending and ful ending  
ous= us (famous)  
ou = short u (touch)  
our = /ur/ (journey)  
ear= /air/ (bear)  
ea = /short e/ bread  
schwa spelling as in (about, again, around)

### Two-syllable words with blends and long vowels

Identify, read, and write

- o S-blend cluster (sc, sk, sm, sn, sp, st, sw, scr, str, spr, spl)
- o L-blend cluster (bl, cl, fl, gl, pl, sl)
- o R-blend cluster (br, cr, dr, fr, gr, pr, tr)
- o Other-blend clusters (tw, thr, qu, squ, dge, tch, nd, nt, mp, ng, nk)

- Double consonant endings (ff, ss, ll, bb, gg, dd, nn, tt, zz)
- ck, ng, and nk patterns (ing, ang, ength, ong, ung, ink, ank, unk, onk)

### Prefixes (not meanings)

Decode, read, and write words with prefixes

o re-, un-, dis-, mis-, pre-, ex-, non-, in-, im-, fore-, uni-, bi-, tri-

### Suffixes (not meanings)

Decode, read, and write words with suffixes

o -y, -ly, -ily, -ness, -ful, -less, -ture, -sure, -able, -ible, -ment, -hood, -er, -or, -full, -est, tion

## Phonics

Syllable Types and Two-Syllable words

- Use syllable types to divide two syllable words:
- Closed Syllables** – has one vowel (with short vowel sound), and ends in one consonant (s)
- Open Syllables** – has one vowel; vowel is at the end of the syllable; vowel usually has the long vowel sound)
- Silent e** – has a vowel consonant [e] pattern, with a long vowel sound
- Vowel Teams** –two vowels together that make one vowel sound (oi, oy - variant vowels oo, ou, ui, ew, ue, u, ou, oe, a, au, ow)
- [r] Controlled** – single vowel followed by the letter (r) and has neither the long nor the short vowel sound, but has it's own unique sound (ar, er, ir, or, ur, oar, ore, ear (earth), wor (word), war (warm), quar (quart)
- Consonant [le]** –this pattern occurs as an unaccented final syllable

Soft C and G

- c /s/ followed by e, i, or y
- g /j/ followed by e, i, o ,or y
- age /j/ as in manage
- dge /j/ at end bridge

Inconsistent, but common spelling/sound correspondence (same sound but different spelling pattern, e.g. know/no, kite/light, sleigh/hay, phone/fork)

Decode, read, and spell words with:  
o ph-, wr-, kn-, -gh, -igh, -ight, -eigh, -ough, -ought, -sc, -gn, -ign, ch (school)

Consonant + le Syllables

le syllable at end  
+le =/l/ at end (castle)  
y= /ee/ at end (candy)

Final Blends - 2 and 3 letter blends

st, sk, sp, nd, nt, lt, lk, lf, ld, lp, lm, lb, mp, ct, ft, pt

Compound Words- Blending multisyllabic words

Irregular Contractions

don't , won't, n't, 's, 'll, 're. 've

Examples: I'll, I've, she'd, they'd, they've, we'd, we've, what's, what've, who'd, who's, you'd, you'll, you've

**Spelling - Based on Rebecca Sitton**

**Core Words**

word frequencies 35-170

[Document of Words](#)

**No-Excuse Words**

"No Excuses" Words are those which students are held accountable. They are expected to spell them correctly in all of their everyday writing. They are taken from the list of core words.

the  
of  
and  
a  
to  
in  
is  
you  
that  
it  
he  
for  
was  
on  
are  
as

with  
his  
they  
at  
be  
this  
from  
I  
have  
or  
one  
had  
not  
but  
what  
all  
were  
when  
we