

# 01\_Growing into Second-Grade Phonics

Content Area: **ELA**  
Course(s):  
Time Period: **Full Year**  
Length: **8 weeks**  
Status: **Published**

## UNIT ORIENTATION

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The unit description is outlined within each Unit of Study and/or Curricular Calendar.

Unit 1: Growing into Second-Grade Phonics

## OVERVIEW OF BENDS

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The unit bends are outlined within each Unit of Study and/or Curricular Calendar.

There are three bends to this unit (which coordinate with the theming in the Word Detectives/UOS Reading):

Bend 1: Professor of Phonics

This Bend reviews some of the key phonics principles students studied in kindergarten and first grade. It starts by reminding them of all they learned about phonics: short vowels, long vowels, silent E, vowel teams, R-controlled vowels, blends, digraphs, and endings.

Bend 2: Becoming Second-Graders Means Doing Second-Grade Work

This bend focuses on rallying second-graders to grow beyond their first-grade work and do more second-grade work. This means asking students to work on "growing up" their writing by working to spell some tricky snap words correctly, adding periods on the run, and putting capital letters where appropriate.

Bend 3: Reading and Writing Words by Analogy Using Patterns and Rhymes

This bend is a joyous exploration of rhymes and rimes. The goal of this bend is to show students that reading and writing part by part is more efficient than reading and writing letter by letter.

## Grade 2, Unit 1: *Growing into Second-Grade Fluency*

Session	Snap Words Intro
<b>S.8</b> <i>Second-Graders are More Careful Spellers, Especially with Troublemaker Words</i>	said, they, where, friend, girl, when, went,
<b>S.11</b> <i>Exploring Homophones</i>	eight, ate, see, sea bear, eye, I, hear, here
<b>S.12</b> <i>Second-Graders Tackle Important Homophones that are Troublemakers</i>	two, too, to your, you're, there they're
<b>S.13</b> <i>Sharing Help for Troublemaker Words</i>	about, school, with could, what, why

**Total High Frequency Words: 33 words** (plus one duplicate: *there*)

### CONTENT AREA STANDARDS

LA.RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
LA.RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.
LA.RF.2.4	Read with sufficient accuracy and fluency to support comprehension.
LA.W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.
LA.SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

LA.SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
LA.SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
LA.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.2.6	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., When other kids are happy that makes me happy).

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.5	Presenting Arguments and Explanations
SEL.PK-12.3	Social Awareness
SEL.PK-12.5	Relationship Skills
WRK.9.1.2.CAP	Career Awareness and Planning
TECH.9.4.2.CI	Creativity and Innovation

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

## **Alternate Assessments**

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- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

## **Summative Assessments**

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Summative assessments can be found in the [If/Then](#) curriculum resource.

## **Formative Assessments**

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Formative assessments include but are not limited to running records, flash drafts, conferring notes, etc.

## **Benchmark Assessments**

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- iXL
- Dibels

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Core: Resources utilized but not limited to include the Units of Study (spirals) and the Curricular Calendars. Workshop related resources are embedded in the Units of Study.

Supplemental: iXL, Heggerty

## **INTERDISCIPLINARY CONNECTIONS**

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- Career Readiness: Utilize critical thinking to make sense of problems and persevere in solving them.
- Technology/Multimedia: Educational Tech Applications
- Narrative Writing

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

- modify activity

- simplify/re-state directions
- check-ins/monitoring
- visuals/personal and whole class anchor charts
- partners/rug clubs
- wait time
- additional time for tasks
- verbal responses
- sorting cards, whiteboards, magnetic letters (hands on)