

2 nd Grade	Foundational Literacy Curriculum Map	First Semester (Quarters 1 & 2)
Introduction		
<p>In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.</p> <p>By 2025,</p> <ul style="list-style-type: none"> ● 80% of our students will graduate from high school college or career ready ● 90% of students will graduate on time ● 100% of our students who graduate college or career ready will enroll in a post-secondary opportunity. <p>In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on page 2).</p> <p>The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the TN State Standards, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represent our vision for excellent ELA instruction, including the instructional shifts.</p>		
How to Use the Curriculum Maps		
<p>The curriculum maps are meant to support effective planning and instruction; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely “cover the curriculum,” but rather to “uncover” it by developing students’ deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making make the materials come to life in classrooms. To this end, the curriculum should be viewed as a <i>guide</i>, not a <i>script</i>, and teachers should work to become experts in teaching and customizing the curriculum to meet the needs of their students.</p> <p>Curriculum maps outline the content and pacing for each grade and subject. For grades K-5 ELA teachers must carefully balance attention between skills-based and meaning-based competencies, which are outlined in two separate curriculum maps. The curriculum maps include the instructional pacing and content for both areas and all grade level ELA standards. While the curriculum maps are separate, effective ELA instruction should integrate practice of both competencies, both in the ELA block and through the school day. A supplement to the curriculum maps, the K-5 ELA Companion Guide, outlines a protocol or routine for teachers to prepare for lessons based on the materials provided in the EL curriculum.</p> <ul style="list-style-type: none"> ● For meaning-based lessons, it is critical that teachers not only prepare to deliver <i>lessons</i>, but also prepare to teach full <i>units</i> and/or <i>modules</i>. The K-5 ELA Companion Guide outlines how to examine units and modules to understand the instructional logic of the curriculum before beginning lesson preparation. The Companion Guide also outlines a “text talk” process for teachers to discuss the curriculum texts in advance of instruction and analyze those texts to understand their features and meaning. ● For skills-based lessons, the <i>Journeys</i> series remains our primary instructional resource as outlined in the Foundational Literacy Guidance document. Research demonstrates that the foundational literacy standards are best taught through a systematic and explicit sequence (such as the sequence provided by <i>Journeys</i>). While we will add on the <i>Journeys</i> resources, it is critical that teachers follow the sequence as provided. <p>For additional information, visit the specified grade’s K-3 Journeys Foundational Skills Scope & Sequence.</p>		

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SCS Instructional Framework		

The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.

The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.

In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and meaning-based competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

Effective ELA instruction requires research-based instructional practices which include:

- **Thoughtfully planned and executed lessons.** Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and meaning-based competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and meaning-based competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse.** Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.

ELA Coaching Guide

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.

The Coaching Guide is based on the [Instructional Practice Guide from Achieve the Core](#).

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Guidance for the ELA Block		
<p>One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. We can also rely on research to help us understand which methods (i.e. whole group or small group instruction) are most effective for the specific content or skills we are teaching. The SCS ELA Block Guidance document for Grades K-2 summarizes these findings to assist educators in choosing how to spend time with students. At a high-level, we recommend that SCS K=2 students engage in the following types of practice daily:</p> <ul style="list-style-type: none"> • Building Foundational Literacy Skills (at least 60 minutes daily) – instruction and practice reading targeted at building decoding skills and word recognition, including using decodable texts. In grades K-2 students should also have extensive practice with fluency and explicit instruction in the language standards. The goal of the foundational reading skills is to develop fluent readers who can comprehend texts across a wide range of texts. • Working with High-Quality Texts (60 minutes daily EL lessons) – including listening to, reading, discussing, and writing about texts. The primary goal is developing meaning-based competencies, though work with complex texts should reinforce foundational literacy skills and teachers should look for opportunities to make those connections explicit. • A Volume of Reading (as much as possible) – additional reading (read aloud, guided, independent, or shared reading) both within the ELA block and across the school day to support all aspects of reading, including engagement and motivation. <p>These recommendations align to the TDOE recommendations for Tier 1 ELA Instruction. In K-2, RTI2 recommends that students receive a total of 150 minutes of Tier 1 ELA instruction daily. In SCS, daily literacy instruction includes an EL module lessons (60 minutes) and Foundational Literacy instruction (60-90 minutes-please see Suggested Foundational Skills Block Framework document for guidance on how to structure your foundational literacy time).</p>		
Guidance for Small Group Instruction		
<p>Small-group instruction offers an environment for students to express what they know and receive feedback from other students and the teacher. This includes the teacher led guided reading group in conjunction with workstations. The teacher led guided group provides a context in which the teacher can provide additional support for students in working students practicing specific foundational literacy skills. Workstations provide students with an opportunity to practice and solidify the knowledge and understanding of previously taught concepts. Most often students work independent of the teacher while in their workstations. Therefore, workstations are not used to introduce new knowledge or concepts. Workstations can reinforce the standards being taught during the Unit/Module Study, provide additional practice with previously taught skills, or build toward upcoming content.</p>		
<p>Possible literacy workstations for KK – 2nd grade are listed below. For more information about these workstations, see the Resource Toolkit.</p>		
<ul style="list-style-type: none"> • Guided Reading - The teacher provides support for small, flexible groups of students, assisting them to use reading strategies, such as context clues, letter and sound knowledge, syntax, and word structure, to make meaning of texts. The teacher may support students in working with complex texts or decodable texts during guided reading. Along with decodable texts, the teacher should provide instruction in phonemic awareness, phonics/alphabetic principle, vocabulary, and comprehension strategies. The goal of guided reading is for students to use these strategies independently on their way to becoming fluent, skilled readers. • Reading Comprehension – In this station students may collaborate to complete a variety of comprehension activities centered on a grade-appropriate text (usually the anchor text or another related text), including using graphic organizers to summarize and make meaning from the text and writing or illustrating in response to reading. • Vocabulary – This station should provide multiple ways in which a student can use words. The more exposures students have to a word, the better chance that they will remember it. Suggestions for vocabulary words are listed in the map, and possible activities include the <i>Journeys</i> flipbooks, word games, word sorts, and using words in context. • Fluency – In this station students can read word lists, phrases, or entire texts. During this time the student or a partner should monitor and chart their progress. Practice materials can include student books, passages, leveled readers, and <i>Journeys</i> cold read passages. • Phonics – In this station students will work with individual letter sounds, phonics patterns, and/or high frequency words. This practice can occur through activities such as using magnetic/manipulative letters, picture sound sorts, letter tiles, sight word activities, word building activities, and using the <i>Journeys</i> flipchart. • Independent Reading - One benefit of independent reading is that students are reading daily. Independent reading lays the foundation for becoming enthusiastic lifelong readers, not simply school time readers. Students need accountability for their reading, both on a weekly basis and when they finish a text. This accountability can come from reading logs as well as from conversations with teachers and peers about what they are reading. 		

Resource Toolkit: 2nd Grade Literacy Workstations

Small Group Reading Instruction

Guided Reading

Guided reading is one component of the shared reading block during which the teacher provides support for small, flexible groups of beginning readers. The teacher helps students learn to use reading strategies, such as context clues, letter and sound knowledge, and syntax or word structure. The teacher will provide instruction in the areas of phonemic awareness, phonics/alphabetic principle, vocabulary, and comprehension strategies. The goal of guided reading is for students to use these strategies independently on their way to becoming fluent, skilled readers.

Literacy Workstations

Literacy workstations offer students the opportunity to practice and apply targeted skills while engaging in independent and collaborative learning. Below are examples of some of the small group literacy stations used help to solidify student learning.

Reading Comprehension

- In this station students may collaborate to complete a variety of comprehension activities centered on a grade-appropriate text. These are some examples of activities that focus on reading comprehension:
 - Use of graphic organizers to summarize, analyze parts of the text, describe characters, etc.
 - Asking and answering questions
 - Writing in response to reading
 - Illustrate an important character or event in the story.
 - Create an advertisement to promote the book.

For additional ideas regarding reading comprehension activities see the information found [here](#).

Added suggestion for selective use:
https://so024.k12.sd.us/language_arts_center_activities.htm

Writing

- Research shows that reading and writing develop hand in hand. Strengthening writing skills will help students develop their reading skills. In this station students should be given multiple opportunities and materials to practice and improve writing skills. These are some examples of activities that focus on writing:
 - Journeys flipbook
 - Writing journals
 - Write in response to reading
 - Use of basic [POW TIDE](#) organizer (informative writing)
 - Use of [POW TREE](#) organizer (opinion writing)

For additional ideas regarding writing activities see the information found [here](#).

http://www.fcrr.org/studentactivities/C_024c.pdf

Vocabulary

- This station should provide multiple ways in which a student can use words. The more exposures students have to a word, the better chance that they will remember it. These are a few ideas for the vocabulary station:
 - Journeys flipbook
 - Word games
 - Word sorts
 - Words in Context

For additional ideas regarding vocabulary activities see the information found [here](#). Other suggestions:

- <http://learningtasks.weebly.com/vocabulary-strategies.html>http://www.fcrr.org/curriculum/PDF/G2-3/2-3Vocab_3.pdf

<u>Fluency</u>	<u>Independent Reading</u>	<u>Phonics</u>	
<ul style="list-style-type: none"> • In this station students can read word lists, phrases, or entire texts. During this time the student or a partner should monitor and chart their progress. The following re examples of text that can be used to practice fluency: <ul style="list-style-type: none"> ○ Student books ○ Passages ○ Leveled readers ○ Journeys Cold Read passages <p><i>For additional ideas regarding fluency practice see the information found here.</i></p> <p><i>Additional suggestion:</i></p> <ul style="list-style-type: none"> • http://www.fcrr.org/curriculum/PDF/G2-3/2-3Fluency_3.pdf 	<ul style="list-style-type: none"> • One benefit of independent reading is that students are reading daily. Independent reading lays the foundation for becoming enthusiastic lifelong readers, not simply school time readers. Students need accountability for their reading, both on a weekly basis and when they finish a text. This accountability can come from reading logs as well as from conversations with teachers and peers about what they are reading. . Here are some activities: <ul style="list-style-type: none"> ○ Read to self ○ Read to a partner <ul style="list-style-type: none"> ✓ Reading the pictures ✓ Reading the words ✓ Retelling the story ○ Listen to texts via technology <p><i>For additional ideas see the independent reading contract information found here.</i></p>	<ul style="list-style-type: none"> • In this station students will work with individual letter sounds, phonics patterns, and/or high frequency words. Activities often incorporate the following materials: <ul style="list-style-type: none"> ○ Magnetic/manipulative letters ○ Individual white boards ○ Picture sound sorts ○ Letter tiles ○ Sight word activities ○ Word building activities ○ Texts (including decodables) <p><i>For additional ideas regarding phonics activities see the information found here.</i></p> <p><i>Other suggestions:</i></p> <ul style="list-style-type: none"> • http://www.fcrr.org/curriculum/PDF/G2-3/2-3Phonics_2.pdf • http://www.fcrr.org/curriculum/PDF/G2-3/2-3Phonics_4.pdf 	

Additional Foundational Literacy Resources

Journey's Foundational Skills Scope and Sequence

https://forms.hmhco.com/lp/downloads/93244/Journeys_2014_Phonics_S_and_S_10-8-13.pdf

Click here to access *Journeys* 2014 CCR Foundational Skills Scope and Sequence for K-3. This document can be used to support the Foundational Skills Outline.

Video Examples

https://tn.pbslearningmedia.org/collection/professional-learning-tennessee-state-standards/?topic_id=1061

TNDOE PBS Learning Media provides video examples of foundational skills instruction by grade band.

Foundational Literacy Library

<http://www.readingrockets.org/strategies>

The library provides teachers with effective, research-based classroom strategies to help build and strengthen literacy skills in print awareness, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing. Each strategy in the library includes instructions on how to use the strategy, downloadable templates, examples, recommended children's books to use with the strategy, differentiation for second language learners, students of varying reading skill, students with learning disabilities, younger learners and supporting research.

Phonemic Awareness/Phonics Resources

<http://www.mayersonacademy.org.previewdns.com/online-digital-solutions/orton-gillingham-card-deck-app/>

For each grapheme, this App offers the multisensory experience of: Hearing the corresponding phoneme and key word; Watching a video clip showing the articulation of the phoneme; Practicing the phoneme with a voice recording/playback option.

<http://www.readingrockets.org/reading-topics/phonics-and-decoding>

This section provides information about how to teach children to sound out words, and what to do if a child is having difficulty linking letters and sounds.

Articles to Build Background on Foundational Skills

<http://achievethecore.org/page/687/both-and-literacy-instruction>

Both and Literacy Instruction K-5 by David and Meredith Liben

<http://www.ode.state.or.us/teachlearn/subjects/elarts/reading/literacy/foundations.pdf>

K-5 Teachers Laying the Foundation

Grade 2 English Language Arts: Scope and Sequence

Quarters 1 and 2

Semester 1

Quarter	Foundational Literacy	Length
1	<ul style="list-style-type: none"> • Lesson 1 Journeys Unit 1 Weekly Planner pp. T10-T11 • Lesson 2 Journeys Unit 1 Weekly Planner pp. T106-T107 • Lesson 3 Journeys Unit 1 Weekly Planner pp. T204-T205 • Lesson 4 Journeys Unit 1 Weekly Planner pp. T302-T303 • Lesson 5 Journeys Unit 1 Weekly Planner pp. T404-T405 <p>Flex Week</p> <ul style="list-style-type: none"> • Lesson 6 Journeys Unit 2 Weekly Planner pp. T10-T11 • Lesson 7 Journeys Unit 2 Weekly Planner pp. T108-T109 • Lesson 8 Journeys Unit 2 Weekly Planner pp. T210-T211 	9 weeks
2	<ul style="list-style-type: none"> • Lesson 9 Journeys Unit 2 Weekly Planner pp. T308-T309 • Lesson 10 Journeys Unit 2 Weekly Planner pp. T410-T411 <p>Flex Week</p> <ul style="list-style-type: none"> • Lesson 11 Journeys Unit 3 Weekly Planner pp. T10-T11 • Lesson 12 Journeys Unit 3 Weekly Planner pp. T108-T109 • Lesson 13 Journeys Unit 3 Weekly Planner pp. T202-T203 • Lesson 14 Journeys Unit 3 Weekly Planner pp. T300-T301 • Lesson 15 Journeys Unit 3 Weekly Planner pp. T398-T399 <p>Flex Week-Semester 1 Ends</p>	9 weeks

Note: There is a flex week at the end of each Foundational Literacy unit. The flex weeks are for teachers to use for reviewing and re-teaching previously taught skills that have been identified as an area of need.

Foundational Literacy	Unit 1 Lesson 1				
Phonics Skill	Short Vowels <i>a, i</i> , CVC Syllable Pattern				
Language/Grammar	Subjects and Predicates				
Foundational Literacy Standards	<p>2.FL.PWR.3- Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <ul style="list-style-type: none"> A. Distinguish long and short vowels when reading regularly spelled one-syllable words. B. Know spelling-sound correspondences for additional common vowel teams. E. Identify words with inconsistent but common spelling-sound correspondences. F. Recognize and read grade-appropriate irregularly spelled words. <p>2.FL.F.5- 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 texts orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. <p>2.FL.F.6- Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ul style="list-style-type: none"> F. Produce, expand, and rearrange simple and compound sentences. <p>2.FL.VA.7a- 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> <ul style="list-style-type: none"> v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. <p>2.FL.VA.7b- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> i. Identify real-life connections between words and their use. <p>2.FL.VA.7c- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>				
Decodable Texts	<i>We Camp</i>, pp.1-8; <i>The Picnic Ants</i>, pp.9-16				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routines	Opening Routines, T12-13 • Phonemic Awareness • High Frequency Words	Opening Routines, T34-35 • Phonemic Awareness • High Frequency Words	Opening Routines, T44-45 • Phonemic Awareness • High Frequency Words	Opening Routines, T56-57 • Phonemic Awareness • High Frequency Words	Opening Routines, T66-67 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T16	Phonemic Awareness, T36	Phonemic Awareness, T46	Phonemic Awareness, T58	Review and Assess

2nd Grade, Semester 1

Phonics	Phonics Short Vowels <i>a, i</i> , T16-18	Phonics Short Vowels <i>a, i</i> , T36-37	Phonics CVC Syllable Pattern, T46-47	Phonics Phonics Review T58-59	Phonics Review and Assess
Fluency	Model Accuracy: Word Recognition, T14	Accuracy: Word Recognition, T37	Accuracy: Word Recognition, T49	Accuracy: Word Recognition, T59	Accuracy: Word Recognition, T75 Review and Assess
Word and Sentence Composition	Spelling Grammar: Subjects and Predicates, T32	Spelling Grammar: Subjects and Predicates, T42	Spelling Grammar: Subjects and Predicates, T54	Spelling Grammar: Spiral Review T64	Spelling Grammar: Subjects and Predicates, T70-71 Review and Assess

Literacy Workstation Activities to Reinforce CCR Foundational Skills

- Phonics/Word Study Station: *Journeys* flip chart, build/sort/write words using phonics patterns that have been taught, additional activities:
<http://www.fcrr.org/studentactivities/02.htm>
<https://pals.virginia.edu/activities-LS-Is-1-3.html>
<https://pals.virginia.edu/activities-PA-SLS-1-3.html>
- Fluency Station: High-frequency word practice and/or timed readings of texts from student book, leveled readers, or *Journeys* Cold Read passages, additional activities:
http://www.fcrr.org/curriculum/PDF/G2-3/2-3Fluency_3.pdf

Foundational Literacy	Unit 1 Lesson 2
Phonics Skill	Short Vowels <i>o, u, e</i> CVC Syllable Pattern
Language/Grammar	Simple Sentences
Foundational Literacy Standards	<p>2.FL.PWR.3- Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p> A. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p> B. Know spelling-sound correspondences for additional common vowel teams.</p> <p> F. Recognize and read grade-appropriate irregularly spelled words.</p> <p>2.FL.F.5- 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 texts orally with accuracy, appropriate rate, and expression.</p> <p>2.FL.F.6- Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p> F. Produce, expand, and rearrange simple and compound sentences.</p>

	<p>I. Use commas in the greeting and closing of a letter.</p> <p>2.FL.VA.7a- 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>v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>2.FL.VA.7b- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>i. Identify real-life connections between words and their use.</p> <p>2.FL.VA.7c- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>				
Decodable Texts	<i>Bud, Ben and Roz</i> , pp.17-24; <i>The Funny Hat Contest</i> , pp.25-32				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routines	Opening Routines, T108-109 • Phonemic Awareness • High Frequency Words	Opening Routines, T132-133 • Phonemic Awareness • High Frequency Words	Opening Routines, T142-143 • Phonemic Awareness • High Frequency Words	Opening Routines, T154-155 • Phonemic Awareness • High Frequency Words	Opening Routines, T164-165 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T112	Phonemic Awareness, T134	Phonemic Awareness, T144	Phonemic Awareness, T156	Review and Assess
Phonics	Phonics Short Vowels <i>o, u, e</i> , T112-114	Phonics Short Vowels <i>o, u, e</i> , T134-135	Phonics CVC Syllable Pattern, T144-145	Phonics Phonics Review, T156-157	Phonics Review and Assess
Fluency	Accuracy: Words in Connected Text, T110	Accuracy: Words in Connected Text, T135	Accuracy: Words in Connected Text, T147	Accuracy: Words in Connected Text, T147	Accuracy: Words in Connected Text, T173 Review and Assess
Word and Sentence Composition	Spelling Grammar: Simple Sentences, T130	Spelling Grammar: Simple Sentences, T140	Spelling Grammar: Simple Sentences, T152	Spelling Grammar: Spiral Review, T162	Spelling Grammar: Simple Sentences, T168-169 Review and Assess

Literacy Workstation Activities to Reinforce CCR Foundational Skills

- Phonics/Word Study Station: *Journeys* flip chart, build/sort/write words using phonics patterns that have been taught, additional activities:
<http://www.fcrr.org/studentactivities/02.htm>
<https://pals.virginia.edu/activities-LS-ls-1-3.html>
<https://pals.virginia.edu/activities-PA-SLS-1-3.html>
- Fluency Station: High-frequency word practice and/or timed readings of texts from student book, leveled readers, or *Journeys* Cold Read passages, additional activities:
http://www.fcrr.org/curriculum/PDF/G2-3/2-3Fluency_3.pdf

Foundational Literacy	Unit 1 Lesson 3
Phonics Skill	Long Vowels <i>a, i</i> Sounds for <i>c</i>
Language/Grammar	Types of Sentences
Foundational Literacy Standards	<p>2.FL.PWR.3- Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p style="padding-left: 20px;">A. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p style="padding-left: 20px;">E. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2.FL.F.5- Read with sufficient accuracy and fluency to support comprehension.</p> <p style="padding-left: 20px;">A. Read grade-level text with purpose and understanding.</p> <p style="padding-left: 20px;">C: Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p> <p>2.FL.F.6- Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p style="padding-left: 20px;">F. Produce, expand, and rearrange simple and compound sentences.</p> <p style="padding-left: 20px;">I. Use commas in the greeting and closing of a letter.</p> <p>2.FL.VA.7a- 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 style="padding-left: 20px;">i. Use sentences-level context as a clue to the meaning of a word or phrase.</p> <p style="padding-left: 20px;">v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>2.FL.VA.7b- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p style="padding-left: 20px;">i. Identify real-life connections between words and their use.</p> <p>2.FL.VA.7c- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>
Decodable Texts	<i>City Ride</i> , pp.33-40; <i>Mice Can Race</i> , pp.41-48

2nd Grade, Semester 1

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routines	Opening Routines, T206-207 • Phonemic Awareness • High Frequency Words	Opening Routines, T230-231 • Phonemic Awareness • High Frequency Words	Opening Routines, T240-241 • Phonemic Awareness • High Frequency Words	Opening Routines, T252-253 • Phonemic Awareness • High Frequency Words	Opening Routines, T262-263 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T210	Phonemic Awareness, T232	Phonemic Awareness, T242	Phonemic Awareness, T254	Review and Assess
Phonics	Phonics Long Vowels <i>a, i</i> , T210-212	Phonics Long Vowels <i>a, i</i> , T232-233	Phonics Sounds for <i>c</i> , T242-243	Phonics Phonics Review, T254-255	Phonics Review and Assess
Fluency	Accuracy: Self-Correct, T208	Accuracy: Self-Correct, T233	Accuracy: Self-Correct, T245	Accuracy: Self-Correct, T255	Accuracy: Self-Correct, T271 Review and Assess
Word and Sentence Composition	Spelling Grammar: Statements and Questions, T228	Spelling Grammar: Statements and Questions, T238	Spelling Grammar: Statements and Questions, T250	Spelling Grammar: Spiral Review, T260	Spelling Grammar: Statements and Questions, T266-267 Review and Assess

Literacy Workstation Activities to Reinforce CCR Foundational Skills

- Phonics/Word Study Literacy Workstation: *Journeys* flip chart, build/sort/write words using phonics patterns that have been taught, additional activities:
<http://www.fcrr.org/studentactivities/02.htm>
<https://pals.virginia.edu/activities-LS-Is-1-3.html>
<https://pals.virginia.edu/activities-PA-SLS-1-3.html>
- Fluency Literacy Workstation: High-frequency word practice and/or timed readings of texts from student book, leveled readers, or *Journeys* Cold Read passages, additional activities:
http://www.fcrr.org/curriculum/PDF/G2-3/2-3Fluency_3.pdf

Foundational Literacy	Unit 1 Lesson 4
Phonics Skill	Long Vowels <i>o, u, e</i> Sounds for <i>g</i>
Language/Grammar	What is a Noun?
Foundational Literacy Standards	2.FL.PWR.3- Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. A. Distinguish long and short vowels when reading regularly spelled one-syllable words. E. Identify words with inconsistent but common spelling-sound correspondences.

	<p>2.FL.F.5- 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 texts orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p> <p>2.FL.VA.7a- 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>v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>2.FL.VA.7b- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>i. Identify real-life connections between words and their use.</p> <p>2.FL.VA.7c- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>				
Decodable Texts	<i>A Bed of Roses, pp.49-56; Swim Like a Frog, pp.57-64</i>				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routines	Opening Routines, T304-305 • Phonemic Awareness • High Frequency Words	Opening Routines, T332-333 • Phonemic Awareness • High Frequency Words	Opening Routines, T342-343 • Phonemic Awareness • High Frequency Words	Opening Routines, T354-355 • Phonemic Awareness • High Frequency Words	Opening Routines, T364-365 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T308	Phonemic Awareness, T334	Phonemic Awareness, T344	Phonemic Awareness, T356	Review and Assess
Phonics	Phonics Long Vowels <i>o, u, e</i> , T308-310	Phonics Long Vowels <i>o, u, e</i> , T334-335	Phonics Sounds for <i>g</i> , T344-345	Phonics Phonics Review, T356-357	Phonics Review and Assess
Fluency	Intonation, T306	Intonation, T335	Intonation, T347	Intonation, T357	Intonation, T373 Review and Assess
Word and Sentence Composition	Spelling Grammar: What is a Noun? T330	Spelling Grammar: What is a Noun? T340	Spelling Grammar: What is a Noun? T352	Spelling Grammar: Spiral Review, T362	Spelling Grammar: What is a Noun? T368-369 Review and Assess

Literacy Workstation Activities to Reinforce CCR Foundational Skills

- Phonics/Word Study Workstation: *Journeys* flip chart, build/sort/write words using phonics patterns that have been taught, additional activities:
<http://www.fcrr.org/studentactivities/02.htm>
<https://pals.virginia.edu/activities-LS-ls-1-3.html>
<https://pals.virginia.edu/activities-PA-SLS-1-3.html>
- Fluency Workstation: High-frequency word practice and/or timed readings of texts from student book, leveled readers, or Journeys Cold Read passages, additional activities:
http://www.fcrr.org/curriculum/PDF/G2-3/2-3Fluency_3.pdf

Foundational Literacy	Unit 1 Lesson 5
Phonics Skill	Consonant Blends with <i>r, l, s</i>
Language/Grammar	Singular and Plural Nouns
Foundational Literacy Standards	<p>2.FL.PWR.3- Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p style="padding-left: 40px;">A. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p style="padding-left: 40px;">F. Recognize and read grade-appropriate irregularly spelled words.</p> <p>2.FL.F.5- Read with sufficient accuracy and fluency to support comprehension.</p> <p style="padding-left: 40px;">A. Read grade-level text with purpose and understanding.</p> <p style="padding-left: 40px;">C. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p> <p>2.FL.F.6- Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p style="padding-left: 40px;">F. Produce, expand, and rearrange simple and compound sentences.</p> <p>2.FL.VA.7a- 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 style="padding-left: 80px;">iii. Use a known root word as a clue to the meaning of an unknown word with the same root</p> <p style="padding-left: 80px;">v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>2.FL.VA.7b- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p style="padding-left: 40px;">i. Identify real-life connections between words and their use.</p> <p>2.FL.VA.7c- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>
Decodable Texts:	<i>Flint Cove Clambake</i> , pp.65-72; <i>The Stop and Spend Sale</i> , pp.73-80

2nd Grade, Semester 1

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routines	Opening Routines, T406-407 • Phonemic Awareness • High Frequency Words	Opening Routines, T434-435 • Phonemic Awareness • High Frequency Words	Opening Routines, T444-445 • Phonemic Awareness • High Frequency Words	Opening Routines, T454-455 • Phonemic Awareness • High Frequency Words	Opening Routines, T464-465 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T410	Phonemic Awareness, T436	Phonemic Awareness, T446	Phonemic Awareness, T456	Review and Assess
Phonics	Phonics Consonant Blends with <i>r, l, s</i> , T410-412	Phonics Consonant Blends with <i>r, l, s</i> , T436-437	Phonics Phonics Review, T446	Phonics Phonics Review, T456	Phonics Review and Assess
Fluency	Phrasing: Punctuation, T408	Phrasing: Punctuation, T437	Phrasing: Punctuation, T447	Phrasing: Punctuation, T457	Phrasing: Punctuation, T473 Review and Assess
Word and Sentence Composition	Spelling Grammar: Singular and Plural Nouns, T432	Spelling Grammar: Singular and Plural Nouns, T442	Spelling Grammar: Singular and Plural Nouns, T452	Spelling Grammar: Spiral Review, T462	Spelling Grammar: Singular and Plural Nouns, T468-469 Review and Assess

Literacy Workstation Activities to Reinforce CCR Foundational Skills

- Phonics/Word Study Station: *Journeys* flip chart, build/sort/write words using phonics patterns that have been taught, additional activities:
<http://www.fcrr.org/studentactivities/02.htm>
<https://pals.virginia.edu/activities-LS-ls-1-3.html>
<https://pals.virginia.edu/activities-PA-SLS-1-3.html>
- Fluency Station: High-frequency word practice and/or timed readings of texts from student book, leveled readers, or *Journeys* Cold Read passages, additional activities:
http://www.fcrr.org/curriculum/PDF/G2-3/2-3Fluency_3.pdf

Flex Week/Unit Review- This week is to be used reviewing and re-teaching foundational literacy skills addressed during Unit 1.

Foundational Literacy	Unit 2 Lesson 6				
Phonics Skill	Common Final Blends <i>nd, ng, nk, ft, xt, mp</i>				
Language/Grammar	Plural Nouns Collective Nouns				
Foundational Literacy Standards	<p>2.FL.F.6- Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>A. Use collective nouns.</p> <p>B. Form and use frequently occurring irregular plural nouns.</p> <p>2.FL.VA.7a- 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. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>ii. Determine the meaning of the new word formed when a known prefix is added to a known word.</p> <p>v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>2.FL.VA.7b- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>i. Identify real-life connections between words and their use.</p> <p>2.FL.VA.7c- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>				
Decodable Texts	<i>A Job for Bob</i> ; pp.1-8 <i>Baby Animals</i> , pp.9-16				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routines	Opening Routines, T12-13 • Phonemic Awareness • High Frequency Words	Opening Routines, T36-37 • Phonemic Awareness • High Frequency Words	Opening Routines, T46-47 • Phonemic Awareness • High Frequency Words	Opening Routines, T56-57 • Phonemic Awareness • High Frequency Words	Opening Routines, T68-69 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T16	Phonemic Awareness, T38	Phonemic Awareness, T48	Phonemic Awareness, T58	Review and Assess
Phonics	Phonics Common Final Blends <i>nd, ng, nk, ft, xt, mp</i> , T16-18	Phonics Common Final Blends <i>nd, ng, nk, ft, xt, mp</i> , T38-39	Phonics Phonics Review, T48	Phonics Phonics Review, T58-59	Phonics Review and Assess T76
Fluency	Expression, T14	Practice Fluency, T39	Expression, T49	Phrasing: Natural Pauses, T51	Phrasing: Natural Pauses, T51 Review and Assess
Word and Sentence Composition	Spelling Grammar: Plural Nouns, T34	Spelling Grammar: Plural Nouns, T44	Spelling Grammar: Collective Nouns, T54	Spelling Grammar: Spiral Review, T66	Spelling Grammar: Plural Nouns, T72-73 Review and Assess

Literacy Workstation Activities to Reinforce CCR Foundational Skills

- Phonics/Word Study Station: *Journeys* flip chart, build/sort/write words using phonics patterns that have been taught, additional activities:
<http://www.fcrr.org/studentactivities/02.htm>
<https://pals.virginia.edu/activities-LS-ls-1-3.html>
<https://pals.virginia.edu/activities-PA-SLS-1-3.html>
- Fluency Station: High-frequency word practice and/or timed readings of texts from student book, leveled readers, or *Journeys* Cold Read passages, additional activities:
http://www.fcrr.org/curriculum/PDF/G2-3/2-3Fluency_3.pdf

<u>Foundational Literacy</u>	<u>Unit 2 Lesson 7</u>
Phonics Skill	Double Consonants and <i>ck</i> Double Consonants (CVC)
Language/Grammar	Proper Nouns
Foundational Literacy Standards	<p>2.FL.PWR.3- Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p style="padding-left: 40px;">F. Recognize and read grade-appropriate irregularly spelled words</p> <p>2.FL.F.5- Read with sufficient accuracy and fluency to support comprehension.</p> <p style="padding-left: 40px;">A. Read grade-level text with purpose and understanding.</p> <p style="padding-left: 40px;">B. Read grade-level texts orally with accuracy, appropriate rate, and expression.</p> <p style="padding-left: 40px;">C. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary</p> <p>2.FL.F.6- Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p style="padding-left: 40px;">H. Capitalize holidays, product names, and geographic names.</p> <p>2.FL.VA.7a- 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 style="padding-left: 80px;">i. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p style="padding-left: 80px;">v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>2.FL.VA.7b- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p style="padding-left: 40px;">i. Identify real-life connections between words and their use.</p> <p>2.FL.VA.7c- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>
Decodable Texts	<i>Jill and Mack</i> ; pp.17-24 <i>Rabbit’s Muffins</i> , pp.25-32

2nd Grade, Semester 1

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routines	Opening Routines, T110-111 • Phonemic Awareness • High Frequency Words	Opening Routines, T138-139 • Phonemic Awareness • High Frequency Words	Opening Routines, T148-149 • Phonemic Awareness • High Frequency Words	Opening Routines, T160-161 • Phonemic Awareness • High Frequency Words	Opening Routines, T170-171 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T114	Phonemic Awareness, T140	Phonemic Awareness, T150	Phonemic Awareness, T162	Review and Assess
Phonics	Phonics Double Consonants and <i>ck</i> , T114-116	Phonics Double Consonants and <i>ck</i> , T140-141	Phonics Double Consonants (CVC), T150-151	Phonics Phonics Review, T162-163	Phonics Review and Assess, T178
Fluency	Accuracy: Connected Text, T112	Practice Fluency, T141	Accuracy in Connected Text, T153	Practice Fluency, T163	Accuracy, T179 Review and Assess
Word and Sentence Composition	Spelling Grammar: Proper Nouns, T136	Spelling Grammar: Proper Nouns, T1146	Spelling Grammar: Proper Nouns, T158	Spelling Grammar: Spiral Review, T168	Spelling Grammar: Proper Nouns, T174-175 Review and Assess

Literacy Workstation Activities to Reinforce CCR Foundational Skills

- Phonics/Word Study Workstation: *Journeys* flip chart, build/sort/write words using phonics patterns that have been taught, additional activities:
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<https://pals.virginia.edu/activities-LS-Is-1-3.html>
<https://pals.virginia.edu/activities-PA-SLS-1-3.html>
- Fluency Workstation: High-frequency word practice and/or timed readings of texts from student book, leveled readers, or *Journeys* Cold Read passages, additional activities:
http://www.fcrr.org/curriculum/PDF/G2-3/2-3Fluency_3.pdf

Foundational Literacy	Unit 2 Lesson 8
Phonics Skill	Consonant Digraphs <i>th, sh, wh, ch, tch, ph</i> ; Base Words and Endings <i>-s, -ed, -ing</i>
Language/Grammar	What is a Verb?
Foundational Literacy Standards	2.FL.PWR.3- Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. E. Identify words with inconsistent but common spelling-sound correspondences. F. Recognize and read grade-appropriate irregularly spelled words

	<p>2.FL.F.5- 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 texts orally with accuracy, appropriate rate, and expression.</p> <p>2.FL.F.6- Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>D. Form and use the past tense of frequently occurring irregular verbs.</p> <p>2.FL.VA.7a- 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>iv. Use knowledge of the meaning of individual words to predict the meaning of compound words.</p> <p>v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>2.FL.VA.7b- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>i. Identify real-life connections between words and their use.</p> <p>2.FL.VA.7c- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>				
Decodable Texts	<i>Splash! Splash! Whales; pp.33-40 Drifting Up, Up, Up, pp.41-48</i>				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routines	Opening Routines, T212-213 • Phonemic Awareness • High Frequency Words	Opening Routines, T236-237 • Phonemic Awareness • High Frequency Words	Opening Routines, T246-247 • Phonemic Awareness • High Frequency Words	Opening Routines, T258-259 • Phonemic Awareness • High Frequency Words	Opening Routines, T268-269 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T216	Phonemic Awareness, T238	Phonemic Awareness, T248	Phonemic Awareness, T260	Review and Assess
Phonics	Phonics Words with Consonant Digraphs <i>th, sh, wh, ch, tch, ph,</i> T216-218	Phonics Words with Consonant Digraphs <i>th, sh, wh, ch, tch, ph,</i> T238-239	Phonics Base Words and Endings <i>-s, -ed, -ing,</i> T248-249	Phonics Phonics Review, T260-261	Phonics Review and Assess T276
Fluency	Rate, T214	Practice Fluency, T239	Rate, T251	Practice Fluency, T262	Rate, T277 Review and Assess
Word and Sentence Composition	Spelling Grammar: What is a Verb? T234	Spelling Grammar: What is a Verb? T244	Spelling Grammar: What is a Verb? T256	Spelling Grammar: Spiral Review, T266	Spelling Grammar: What is a Verb? T272-273 Review and Assess

Literacy Workstation Activities to Reinforce CCR Foundational Skills

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<https://pals.virginia.edu/activities-LS-Is-1-3.html>
<https://pals.virginia.edu/activities-PA-SLS-1-3.html>
- Fluency Station: High-frequency word practice and/or timed readings of texts from student book, leveled readers, or *Journeys* Cold Read passages, additional activities:
http://www.fcrr.org/curriculum/PDF/G2-3/2-3Fluency_3.pdf

Foundational Literacy	Unit 2 Lesson 9
Phonics Skill	Base Words and Endings <i>-ed, -ing</i> CV Syllable Pattern
Language/Grammar	Verbs in the Present
Foundational Literacy Standards	<p>2.FL.PWR.3- Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>E. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2.FL.F.5- 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 texts orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p> <p>2.FL.F.6- Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>A. Use collective nouns.</p> <p>F. Produce, expand, and rearrange simple and compound sentences.</p> <p>2.FL.VA.7a- 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. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>2.FL.VA.7b- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>i. Identify real-life connections between words and their use.</p> <p>2.FL.VA.7c- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>
Decodable Texts:	<i>Maybe So</i> ; pp.49-56 <i>Racing Away!</i> , pp.57-64

2nd Grade, Semester 1

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routines	Opening Routines, T310-311 • Phonemic Awareness • High Frequency Words	Opening Routines, T338-339 • Phonemic Awareness • High Frequency Words	Opening Routines, T348-349 • Phonemic Awareness • High Frequency Words	Opening Routines, T360-361 • Phonemic Awareness • High Frequency Words	Opening Routines, T370-371 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T314	Phonemic Awareness, T340	Phonemic Awareness, T350	Phonemic Awareness, T362	Review and Assess
Phonics	Phonics Base Words and Endings -ed, -ing T314-316	Phonics Base Words and Endings -ed, -ing, T340-341	Phonics CV Syllable Pattern, T350-351	Phonics Phonics Review, T362-363	Phonics Review and Assess, T378
Fluency	Expression, T312	Practice Fluency, T341	Expression, T353	Practice Fluency, T363	Expression, T379 Review and Assess
Word and Sentence Composition	Spelling Grammar: Verbs in the Present, T336	Spelling Grammar: Verbs in the Present, T346	Spelling Grammar: Verbs in the Present, T358	Spelling Grammar: Spiral Review, T368	Spelling Grammar: Verbs in the Present, T374-375 Review and Assess

Literacy Workstation Activities to Reinforce CCR Foundational Skills

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<https://pals.virginia.edu/activities-LS-ls-1-3.html>
<https://pals.virginia.edu/activities-PA-SLS-1-3.html>
- Fluency Workstation: High-frequency word practice and/or timed readings of texts from student book, leveled readers, or Journeys Cold Read passages, additional activities:
http://www.fcrr.org/curriculum/PDF/G2-3/2-3Fluency_3.pdf

Foundational Literacy	Unit 2 Lesson 10
Phonics Skill	Contractions
Language/Grammar	Verbs: Present, Past and Future
Foundational Literacy Standards	2.FL.F.5- Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. C. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

	<p>2.FL.F.6- Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>E. Use adjectives and adverbs correctly.</p> <p>J. Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>2.FL.VA.7a- 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>iii. Use a known root word as a clue to the meaning of an unknown word with the same root</p> <p>v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>2.FL.VA.7b- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>i. Identify real-life connections between words and their use.</p> <p>2.FL.VA.7c- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>				
Decodable Texts	<i>Let's Have Fun; pp.65-72 I'm Going to Win; pp.73-80</i>				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routines	Opening Routines, T412-413 • Phonemic Awareness • High Frequency Words	Opening Routines, T438-439 • Phonemic Awareness • High Frequency Words	Opening Routines, T448-449 • Phonemic Awareness • High Frequency Words	Opening Routines, T458-459 • Phonemic Awareness • High Frequency Words	Opening Routines, T468-469 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T416	Phonemic Awareness, T440	Phonemic Awareness, T450	Phonemic Awareness, T460	Review and Assess
Phonics	Phonics Contractions, T416-418	Phonics Contractions, T440-441	Phonics Phonics Review, T450	Phonics Phonics Review, T460-461	Phonics Review and Assess, T476
Fluency	Stress, T414, T419	Practice Fluency, T441	Stress, T451	Practice Fluency, T461	Stress, T477 Review and Assess
Word and Sentence Composition	Spelling Grammar: Verbs: Present, Past and Future, T436	Spelling Grammar: Verbs: Present, Past and Future, T446	Spelling Grammar: Verbs: Present, Past and Future, T456	Spelling Grammar: Spiral Review, T466	Spelling Grammar: Verbs: Present, Past and Future, T472-473 Review and Assess

Literacy Workstation Activities to Reinforce CCR Foundational Skills

- Phonics/Word Study Station: *Journeys* flip chart, build/sort/write words using phonics patterns that have been taught, additional activities:
<http://www.fcrr.org/studentactivities/02.htm>
<https://pals.virginia.edu/activities-LS-ls-1-3.html>
<https://pals.virginia.edu/activities-PA-SLS-1-3.html>
- Fluency Station: High-frequency word practice and/or timed readings of texts from student book, leveled readers, or *Journeys* Cold Read passages, additional activities:
http://www.fcrr.org/curriculum/PDF/G2-3/2-3Fluency_3.pdf

Flex Week/Unit Review- This week is to be used reviewing and re-teaching foundational literacy skills addressed during Unit 2.

Foundational Literacy	Unit 3 Lesson 11
Phonics Skill	Base Words and Endings –s, -es
Language/Grammar	Compound Sentences
Foundational Literacy Standards	<p>2.FL.PWR.3- Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <ul style="list-style-type: none"> C. Decode regularly spelled two-syllable words with long vowels. E. Identify words with inconsistent but common spelling-sound correspondences. F. Recognize and read grade-appropriate irregularly spelled words. <p>2.FL.F.5- 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 texts orally with accuracy, appropriate rate, and expression. C: Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. <p>2.FL.F.6- Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <ul style="list-style-type: none"> B. Form and use frequently occurring irregular plural nouns. F. Produce, expand, and rearrange simple and compound sentences. I. Use commas in the greeting and closing of a letter. J. Use an apostrophe to form contractions and frequently occurring possessives. <p>2.FL.VA.7a- 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> <ul style="list-style-type: none"> ii. Determine the meaning of the new word formed when a known prefix is added to a known word. v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

	<p>2.FL.VA.7b- Demonstrate understanding of figurative language, word relationships and nuances in word meanings. i. Identify real-life connections between words and their use.</p> <p>2.FL.VA.7c- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>				
Decodable Texts	<i>Jess Makes Gifts; pp.1-8 I'm Cooking With Mom Fox; pp.9-16</i>				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routines	Opening Routines, T12-13 • Phonemic Awareness • High Frequency Words	Opening Routines, T38-39 • Phonemic Awareness • High Frequency Words	Opening Routines, T48-49 • Phonemic Awareness • High Frequency Words	Opening Routines, T58-59 • Phonemic Awareness • High Frequency Words	Opening Routines, T68-69 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T16	Phonemic Awareness, T40	Phonemic Awareness, T50	Phonemic Awareness, T60	Review and Assess
Phonics	Phonics Base Words and Endings –s, –es, T16-18	Phonics Base Words and Endings –s, –es, T40-41	Phonics Phonics Review, T50	Phonics Phonics Review, T60-61	Phonics Review and Assess, T76
Fluency	Expression, T14	Expression, T41	Expression, T51	Expression, T61	Expression, T77 Review and Assess
Word and Sentence Composition	Spelling Grammar: Compound Sentences, T36	Spelling Grammar: Compound Sentences, T46	Spelling Grammar: Compound Sentences, T56	Spelling Grammar: Spiral Review, T66	Spelling Grammar: Compound Sentences, T72-73 Review and Assess
<p>Literacy Workstation Activities to Reinforce CCR Foundational Skills</p> <ul style="list-style-type: none"> Phonics/Word Study Station: <i>Journeys</i> flip chart, build/sort/write words using phonics patterns that have been taught, additional activities: http://www.fcrr.org/studentactivities/02.htm https://pals.virginia.edu/activities-LS-Is-1-3.html https://pals.virginia.edu/activities-PA-SLS-1-3.html Fluency Station: High-frequency word practice and/or timed readings of texts from student book, leveled readers, or <i>Journeys</i> Cold Read passages, additional activities: http://www.fcrr.org/curriculum/PDF/G2-3/2-3Fluency_3.pdf 					

Foundational Literacy	Unit 3 Lesson 12				
Phonics Skill	Vowel Digraphs <i>ai, ay</i>				
Language/Grammar	Expanding/Rearranging Compound Sentences				
Foundational Literacy Standards	<p>2.FL.PWR.3- Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>A. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>B. Know spelling-sound correspondences for additional common vowel teams.</p> <p>C. Decode regularly spelled two-syllable words with long vowels.</p> <p>F. Recognize and read grade-appropriate irregularly spelled words.</p> <p>2.FL.F.5- 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 texts orally with accuracy, appropriate rate, and expression.</p> <p>2.FL.F.6- Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>F. Produce, expand, and rearrange simple and compound sentences.</p> <p>H. Capitalize holidays, product names, and geographic names.</p> <p>2.FL.VA.7a- 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. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>2.FL.VA.7b- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>i. Identify real-life connections between words and their use.</p> <p>2.FL.VA.7c- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>				
Decodable Texts	<i>Trains; pp.17-24, The Waiting Game; pp.25-32</i>				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routines	Opening Routines, T110-111 • Phonemic Awareness • High Frequency Words	Opening Routines, T132-133 • Phonemic Awareness • High Frequency Words	Opening Routines, T142-143 • Phonemic Awareness • High Frequency Words	Opening Routines, T152-153 • Phonemic Awareness • High Frequency Words	Opening Routines, T162-163 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T114	Phonemic Awareness, T134	Phonemic Awareness, T144	Phonemic Awareness, T154	Review and Assess


2nd Grade, Semester 1

Phonics	Phonics Vowel Digraphs <i>ai, ay</i> T114-116	Phonics Vowel Digraphs <i>ai, ay</i> T134-135	Phonics Phonics Review, T144	Phonics Phonics Review, T154-155	Phonics Review and Assess, T170
Fluency	Rate, T112	Rate, T135	Rate, T145	Rate, T155	Rate, T171 Review and Assess
Word and Sentence Composition	Spelling Grammar: Compound Sentences, T130	Spelling Grammar: Compound Sentences, T140	Spelling Grammar: Compound Sentences, T150	Spelling Grammar: Spiral Review, T160	Spelling Grammar: Compound Sentences, T166-167 Review and Assess

Literacy Workstation Activities to Reinforce CCR Foundational Skills

- Phonics/Word Study Workstation: *Journeys* flip chart, build/sort/write words using phonics patterns that have been taught, additional activities:
<http://www.fcrr.org/studentactivities/02.htm>
<https://pals.virginia.edu/activities-LS-Is-1-3.html>
<https://pals.virginia.edu/activities-PA-SLS-1-3.html>
- Fluency Workstation: High-frequency word practice and/or timed readings of texts from student book, leveled readers, or *Journeys* Cold Read passages, additional activities:
http://www.fcrr.org/curriculum/PDF/G2-3/2-3Fluency_3.pdf

Foundational Literacy	Unit 3 Lesson 13
Phonics Skill	Vowel Digraphs <i>ee, ea</i>
Language/Grammar	Quotation Marks
Foundational Literacy Standards	<p>2.FL.PWR.3- Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>A. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>B. Know spelling-sound correspondences for additional common vowel teams.</p> <p>C. Decode regularly spelled two-syllable words with long vowels.</p> <p>2.FL.F.5- 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 texts orally with accuracy, appropriate rate, and expression.</p> <p>C: Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p> <p>2.FL.VA.7a- 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>v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>

	<p>2.FL.VA.7b- Demonstrate understanding of figurative language, word relationships and nuances in word meanings. i. Identify real-life connections between words and their use.</p> <p>2.FL.VA.7c- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>				
Decodable Texts	<i>The Shell Sheep</i> ; pp.33-40, <i>Reef Sees the Wide World</i> ; pp.41-48				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routines	Opening Routines, T204-205 • Phonemic Awareness • High Frequency Words	Opening Routines, T230-231 • Phonemic Awareness • High Frequency Words	Opening Routines, T240-241 • Phonemic Awareness • High Frequency Words	Opening Routines, T250-251 • Phonemic Awareness • High Frequency Words	Opening Routines, T260-261 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T208	Phonemic Awareness, T232	Phonemic Awareness, T242	Phonemic Awareness, T252	Review and Assess
Phonics	Phonics Vowel Digraphs ee, ea T208-210	Phonics Vowel Digraphs ee, ea T232-233	Phonics Phonics Review, T242	Phonics Phonics Review, T252-253	Phonics Review and Assess, T170
Fluency	Accuracy: Self-Correct, T206	Accuracy: Self-Correct, T233	Accuracy: Self-Correct, T243	Accuracy: Self-Correct, T253	Accuracy: Self-Correct, T269 Review and Assess
Word and Sentence Composition	Spelling Grammar: Quotation Marks, T228	Spelling Grammar: Quotation Marks, T238	Spelling Grammar: Quotation Marks, T248	Spelling Grammar: Spiral Review, T258	Spelling Grammar: Quotation Marks, T264-265 Review and Assess
<p>Literacy Workstation Activities to Reinforce CCR Foundational Skills</p> <ul style="list-style-type: none"> Phonics/Word Study Workstation: <i>Journeys</i> flip chart, build/sort/write words using phonics patterns that have been taught, additional activities: http://www.fcrr.org/studentactivities/02.htm https://pals.virginia.edu/activities-LS-ls-1-3.html https://pals.virginia.edu/activities-PA-SLS-1-3.html Fluency Workstation: High-frequency word practice and/or timed readings of texts from student book, leveled readers, or Journeys Cold Read passages, additional activities:  http://www.fcrr.org/curriculum/PDF/G2-3/2-3Fluency_3.pdf 					

Foundational Literacy	Unit 3 Lesson 14				
Phonics Skill	Long o (o, oa, ow)				
Language/Grammar	Using Proper Nouns				
Foundational Literacy Standards	<p>2.FL.PWR.3- Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>A. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>B. Know spelling-sound correspondences for additional common vowel teams.</p> <p>C. Decode regularly spelled two-syllable words with long vowels.</p> <p>E. Identify words with inconsistent but common spelling-sound correspondences.</p> <p>F. Recognize and read grade-appropriate irregularly spelled words.</p> <p>2.FL.F.5- Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>C: Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p> <p>2.FL.F.6- Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>H. Capitalize holidays, product names, and geographic names.</p> <p>2.FL.VA.7a- 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>v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>2.FL.VA.7b- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>i. Identify real-life connections between words and their use.</p> <p>2.FL.VA.7c- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>				
Decodable Texts	Bill E. Goat and Wise Crow; pp.49-56, Mud Bugs; pp.57-64				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routines	Opening Routines, T302-303 • Phonemic Awareness • High Frequency Words	Opening Routines, T328-329 • Phonemic Awareness • High Frequency Words	Opening Routines, T338-339 • Phonemic Awareness • High Frequency Words	Opening Routines, T348-349 • Phonemic Awareness • High Frequency Words	Opening Routines, T358-359 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T306	Phonemic Awareness, T330	Phonemic Awareness, T340	Phonemic Awareness, T350-351	Review and Assess

2nd Grade, Semester 1

Phonics	Phonics Long o (<i>o, oa, ow</i>), T306-308	Phonics Long o (<i>o, oa, ow</i>), T330-331	Phonics Phonics Review, T340	Phonics Phonics Review, T350-351	Phonics Review and Assess, T366
Fluency	Natural Pauses, T304	Natural Pauses, T331	Natural Pauses, T341	Natural Pauses, T351	Natural Pauses, T367 Review and Assess
Word and Sentence Composition	Spelling Grammar: Using Proper Nouns, T326	Spelling Grammar Using Proper Nouns, T336	Spelling Grammar Using Proper Nouns, T340	Spelling Grammar: Spiral Review, T356	Spelling Grammar: Using Proper Nouns, T362-363 Review and Assess

Literacy Workstation Activities to Reinforce CCR Foundational Skills

- Phonics/Word Study Workstation: *Journeys* flip chart, build/sort/write words using phonics patterns that have been taught, additional activities:
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<https://pals.virginia.edu/activities-LS-ls-1-3.html>
<https://pals.virginia.edu/activities-PA-SLS-1-3.html>
- Fluency Workstation: High-frequency word practice and/or timed readings of texts from student book, leveled readers, or *Journeys* Cold Read passages, additional activities:
http://www.fcrr.org/curriculum/PDF/G2-3/2-3Fluency_3.pdf

Foundational Literacy	Unit 3 Lesson 15
Phonics Skill	Compound Words The Schwa Vowel Sound
Language/Grammar	Abbreviations
Foundational Literacy Standards	<p>2.FL.PWR.3- Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.</p> <p>A. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>F. Recognize and read grade-appropriate irregularly spelled words.</p> <p>2.FL.F.5- 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 texts orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p>

	<p>2.FL.F.6- Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing.</p> <p>F. Produce, expand, and rearrange simple and compound sentences.</p> <p>2.FL.VA.7a- 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>iii. Use a known root word as a clue to the meaning of an unknown word with the same root</p> <p>2.FL.VA.7b- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>i. Identify real-life connections between words and their use.</p> <p>2.FL.VA.7c- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p>				
Decodable Texts	<i>What Does it Say?: pp.65-72, In The Grove; pp.73-80</i>				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routines	Opening Routines, T400-401 • Phonemic Awareness • High Frequency Words	Opening Routines, T428-429 • Phonemic Awareness • High Frequency Words	Opening Routines, T438-439 • Phonemic Awareness • High Frequency Words	Opening Routines, T450-451 • Phonemic Awareness • High Frequency Words	Opening Routines, T460-461 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T404	Phonemic Awareness, T430	Phonemic Awareness, T440	Phonemic Awareness, T452	Review and Assess
Phonics	Phonics Compound Words, T404-406	Phonics Compound Words, T430-431	Phonics The Schwa Vowel Sound, T440-441	Phonics Phonics Review, T452-453	Phonics Review and Assess, T468
Fluency	Accuracy: Connected Text T402	Accuracy: Connected Text, T431	Accuracy: Connected Text, T443	Accuracy: Connected Text, T453	Accuracy: Connected Text, T469 Review and Assess
Word and Sentence Composition	Spelling Grammar: Abbreviations, T426	Spelling Grammar: Abbreviations, T436	Spelling Grammar: Abbreviations, T448	Spelling Grammar: Spiral Review, T458	Spelling Grammar: Abbreviations, T464-465 Review and Assess

Literacy Workstation Activities to Reinforce CCR Foundational Skills

- Phonics/Word Study Station: *Journeys* flip chart, build/sort/write words using phonics patterns that have been taught, additional activities:
<http://www.fcrr.org/studentactivities/02.htm>
<https://pals.virginia.edu/activities-LS-ls-1-3.html>
<https://pals.virginia.edu/activities-PA-SLS-1-3.html>
- Fluency Station: High-frequency word practice and/or timed readings of texts from student book, leveled readers, or *Journeys* Cold Read passages, additional activities:
http://www.fcrr.org/curriculum/PDF/G2-3/2-3Fluency_3.pdf

Flex Week/Unit Review- This week is to be used reviewing and re-teaching foundational literacy skills addressed during Unit 3.