

2 nd Grade	Foundational Literacy Curriculum Map	Second Semester (Quarters 3 & 4)
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 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 decodable texts as well as complex text when appropriate. Along with decodable texts, the teacher should provide instruction in phonemic awareness, phonics/alphabetic principle, vocabulary, and comprehension strategies. • 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

Fluency

Independent Reading

Phonics

<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 ✓ 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
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Additional Foundational Literacy Resources

Journey's Foundational Skills Scope and Sequence

<https://achievethecore.org/category/1206/ela-literacy-foundational-skills>

Achieve the Core provides a variety of supports regarding foundational skills including a mini course that homes in on the teaching of phonological awareness.

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://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
3	<ul style="list-style-type: none"> • Lesson 16 Journeys Unit 4 Weekly Planner pp. T10-T11 • Lesson 17 Journeys Unit 4 Weekly Planner pp. T110-111 • Lesson 18 Journeys Unit 4 Weekly Planner pp. T210-211 • Lesson 19 Journeys Unit 4 Weekly Planner pp. T310-311 • Lesson 20 Journeys Unit 4 Weekly Planner pp. T410-411 <p>Flex Week</p> <ul style="list-style-type: none"> • Lesson 21 Journeys Unit 5 Weekly Planner pp. T10-11 • Lesson 22 Journeys Unit 5 Weekly Planner pp. T110-111 • Lesson 23 Journeys Unit 5 Weekly Planner pp. T210-211 	9 weeks
4	<ul style="list-style-type: none"> • Lesson 24 Journeys Unit 5 Weekly Planner pp. T310-311 • Lesson 25 Journeys Unit 5 Weekly Planner pp. T410-411 <p>Flex Week</p> <ul style="list-style-type: none"> • Lesson 26 Journeys Unit 6 Weekly Planner pp. T10-11 • Lesson 27 Journeys Unit 6 Weekly Planner pp. T110-111 • Lesson 28 Journeys Unit 6 Weekly Planner pp. T210-211 • Lesson 29 Journeys Unit 6 Weekly Planner pp. T306-307 • Lesson 30 Journeys Unit 6 Weekly Planner pp. T406-407 <p>Flex Week</p>	9 weeks

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

Foundational Literacy	Unit 4, Lesson 16				
Phonics Skill	Base Words and Endings <i>-ed, -ing</i>				
Language/Grammar	Pronouns				
Foundational Literacy Standards	<p>2.FL.PWR.3a- Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2.FL.PWR.3b- Know spelling-sound correspondences for additional common vowel teams.</p> <p>2.FL.PWR.3c- Decode regularly spelled two-syllable words with long vowels.</p> <p>2.FL.PWR.3e- Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2.FL.PWR.3f- Recognize and read grade-appropriate irregularly spelled words.</p> <p>2.FL.F.5a- Read grade-level text with purpose and understanding.</p> <p>2.FL.F.5b- Read grade-level texts orally with accuracy, appropriate rate, and expression.</p> <p>2.FL.SC.6c- Use reflexive pronouns such as <i>myself</i> and <i>ourselves</i>.</p> <p>2.FL.VA.7av- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>2.FL.VA.7bi- 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>Bee! Beep!</i> pp1-8; <i>We Helped You</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, T40-41 • Phonemic Awareness • High Frequency Words	Opening Routines, T50-51 • Phonemic Awareness • High Frequency Words	Opening Routines, T60-61 • Phonemic Awareness • High Frequency Words	Opening Routines, T70-71 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T16	Phonemic Awareness, T42	Phonemic Awareness, T52	Phonemic Awareness, T62	Review and Assess
Phonics	Phonics Base Words and Endings <i>-ed, -in, g</i> T16-18	Phonics Base Words and Endings <i>-ed, -ing</i> , T42-43	Phonics Review, T52	Phonics Phonics Review, T62-63	Phonics Phonics Review, T78 Review and Assess
Fluency	Rate, T14	Rate, T43	Rate, T53	Rate, T63	Rate, T79 Review and Assess
Word and Sentence Composition	Spelling Grammar: Pronouns, T38	Spelling Grammar: Pronouns, T48	Spelling Grammar: Pronouns, T58	Spelling Grammar: Spiral Review, T68	Spelling Grammar: Pronouns, T74-75 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 4 Lesson 17				
Phonics Skill	Long <i>i</i> (<i>i, igh, ie, y</i>)				
Language/Grammar	Subject-Verb Agreement				
Foundational Literacy Standards	<p>2.FL.PWR.3a- Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2.FL.PWR.3b- Know spelling-sound correspondences for additional common vowel teams.</p> <p>2.FL.PWR.3c- Decode regularly spelled two-syllable words with long vowels.</p> <p>2.FL.PWR.3f- Recognize and read grade-appropriate irregularly spelled words.</p> <p>2.FL.F.5a- Read grade-level text with purpose and understanding.</p> <p>2.FL.F.5b- Read grade-level texts orally with accuracy, appropriate rate, and expression.</p> <p>2.FL.F.5c- Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p> <p>2.FL.VA.7ai- Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>2.FL.VA.7aiv- Use knowledge of the meaning of individual words to predict the meaning of compound words.</p> <p>2.FL.VA.7av- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>2.FL.VA.7bi- 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>Bright Lights</i> , pp.17-24; <i>Wild Cats</i> , pp.25-32				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routines	Opening Routines, T112-113 <ul style="list-style-type: none"> • Phonemic Awareness • High Frequency Words 	Opening Routines, T140-141 <ul style="list-style-type: none"> • Phonemic Awareness • High Frequency Words 	Opening Routines, T150-151 <ul style="list-style-type: none"> • Phonemic Awareness • High Frequency Words 	Opening Routines, T160-161 <ul style="list-style-type: none"> • Phonemic Awareness • High Frequency Words 	Opening Routines, T170-171 <ul style="list-style-type: none"> • Phonemic Awareness • High Frequency Words Review and Assess

2nd Grade, Semester 2

Phonemic Awareness	Phonemic Awareness, T116	Phonemic Awareness, T142	Phonemic Awareness, T152	Phonemic Awareness, T162	Review and Assess
Phonics	Phonics Long <i>i</i> (<i>i, igh, ie, y</i>), T116-118	Phonics Long <i>i</i> (<i>i, igh, ie, y</i>), T142-143	Phonics Review, T152	Phonics Phonics Review, T162-163	Phonics Review and Assess
Fluency	Stress, T114	Stress, T143	Stress, T153	Stress, T163	Stress, T179 Review and Assess
Word and Sentence Composition	Spelling Grammar: Subject-Verb Agreement, T138	Spelling Grammar: Subject-Verb Agreement, T148	Spelling Grammar: Subject-Verb Agreement, T158	Spelling Grammar: Spiral Review, T168	Spelling Grammar: Subject-Verb Agreement, T174-175 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 4, Lesson 18
Phonics Skill	The Long <i>e</i> Sound for <i>y</i> Changing <i>y</i> to <i>i</i>
Language/Grammar	The Verb <i>Be</i>
Foundational Literacy Standards	<p>2.FL.PWR.3b- Know spelling-sound correspondences for additional common vowel teams.</p> <p>2.FL.PWR.3e- Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2.FL.PWR.3f- Recognize and read grade-appropriate irregularly spelled words.</p> <p>2.FL.F.5a- Read grade-level text with purpose and understanding.</p> <p>2.FL.F.5b- Read grade-level texts orally with accuracy, appropriate rate, and expression.</p> <p>2.FL.SC.6d- Form and use the past tense of frequently occurring irregular verbs.</p> <p>2.FL.VA.7av- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p>

	<p>2.FL.VA.7bi- Identify real-life connections between words and their use. 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>Bunny and the Penny</i> , pp.33-40; <i>Puppies</i> , pp.41-48				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routines	Opening Routines, T212-213 • Phonemic Awareness • High Frequency Words	Opening Routines, T238-239 • Phonemic Awareness • High Frequency Words	Opening Routines, T248-249 • Phonemic Awareness • High Frequency Words	Opening Routines, T260-261 • Phonemic Awareness • High Frequency Words	Opening Routines, T270-271 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T216	Phonemic Awareness, T240	Phonemic Awareness, T250	Phonemic Awareness, T262	Review and Assess
Phonics	Phonics The Long e Sound for y, T216-218	Phonics The Long e Sound for y,, T240-241	Phonics Changing y to i, T250-251	Phonics Phonics Review, T262-263	Phonics Review and Assess
Fluency	Expression, T214	Expression, T241	Expression, T253	Expression, T262	Expression, T279 Review and Assess
Word and Sentence Composition	Spelling Grammar: The Verb <i>Be</i> , T236	Spelling Grammar: The Verb <i>Be</i> , T246	Spelling Grammar: The Verb <i>Be</i> , T258	Spelling Grammar: Spiral Review, T268	Spelling Grammar: The Verb <i>Be</i> , T274-275 Review and Assess
<p>Literacy Workstation Activities to Reinforce CCR Foundational Skills</p> <ul style="list-style-type: none"> Phonics/Word Study Literacy 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-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 <i>Journeys</i> Cold Read passages, additional activities: http://www.fcrr.org/curriculum/PDF/G2-3/2-3Fluency_3.pdf 					

Foundational Literacy	Unit 4, Lesson 19				
Phonics Skill	Words with <i>ar</i>				
Language/Grammar	Commas in Dates and Places				
Foundational Literacy Standards	<p>2.FL.PWR.3b- Know spelling-sound correspondences for additional common vowel teams.</p> <p>2.FL.PWR.3c- Decode regularly spelled two-syllable words with long vowels.</p> <p>2.FL.PWR.3e- Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2.FL.PWR.3f- Recognize and read grade-appropriate irregularly spelled words.</p> <p>2.FL.F.5a- Read grade-level text with purpose and understanding.</p> <p>2.FL.F.5c- Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p> <p>2.FL.SC.6i- Use commas in the greeting and closing of a letter.</p> <p>2.FL.VA.7av- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>2.FL.VA.7bi- Identify real-life connections between words and their use.</p> <p>2.FL.VA.7bii- Distinguish shades of meaning among closely related words.</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>Darling Starling</i> , pp.49-56; <i>Going to the Farm</i> , pp.57-64				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routines	Opening Routines, T312-313 • Phonemic Awareness • High Frequency Words	Opening Routines, T340-341 • Phonemic Awareness • High Frequency Words	Opening Routines, T350-351 • 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, T316	Phonemic Awareness, T342	Phonemic Awareness, T352	Phonemic Awareness, T362	Review and Assess
Phonics	Phonics Words with <i>ar</i> , T316-318	Phonics Words with <i>ar</i> , T342-343	Phonics Phonics Review, T352	Phonics Phonics Review, T362-363	Phonics Review and Assess
Fluency	Phrasing: Punctuation, T314	Phrasing: Punctuation, T343	Phrasing: Punctuation, T353	Phrasing: Punctuation, T363	Phrasing: Punctuation, T379 Review and Assess
Word and Sentence Composition	Spelling Grammar: Commas in Dates and Places, T338	Spelling Grammar: Commas in Dates and Places, T348	Spelling Grammar: Commas in Dates and Places and Letters, T358	Spelling Grammar: Spiral Review, T368	Spelling Grammar: Commas in Dates and Places, T374-375 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 4, Lesson 20				
Phonics Skill	Words with <i>or, ore</i>				
Language/Grammar	Commas in a Series				
Foundational Literacy Standards	<p>2.FL.PWR.3f- Recognize and read grade-appropriate irregularly spelled words.</p> <p>2.FL.F.5a- Read grade-level text with purpose and understanding.</p> <p>2.FL.F.5b- Read grade-level texts orally with accuracy, appropriate rate, and expression.</p> <p>2.FL.SC.6c- Use reflexive pronouns such as <i>myself</i> and <i>ourselves</i>.</p> <p>2.FL.WC.4e- Consult reference materials, including beginning dictionaries, to check and correct spelling.</p> <p>2.FL.VA.7aii- Determine the meaning of the new word formed when a known prefix is added to a known word.</p> <p>2.FL.VA.7av- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>2.FL.VA.7bi- 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 Sporty Game</i> , pp.65-72; <i>My Story</i> , pp.73-80				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routines	Opening Routines, T412-413 • Phonemic Awareness • High Frequency Words	Opening Routines, T440-441 • Phonemic Awareness • High Frequency Words	Opening Routines, T450-451 • Phonemic Awareness • High Frequency Words	Opening Routines, T460-461 • Phonemic Awareness • High Frequency Words	Opening Routines, T470-471 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T416	Phonemic Awareness, T442	Phonemic Awareness, T452	Phonemic Awareness, T462	Review and Assess

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Phonics	Phonics Words with <i>or, ore</i> , T416-418	Phonics Words with <i>or, ore</i> , T442-443	Phonics Phonics Review, T452	Phonics Phonics Review, T462-463	Phonics Review and Assess
Fluency	Intonation, T414	Intonation, T443	Intonation, T453	Intonation, T463	Intonation, T479
Word and Sentence Composition	Spelling Grammar: Commas in a Series, T438	Spelling Grammar: Commas in a Series, T448	Spelling Grammar: Commas in a Series, T458	Spelling Grammar: Spiral Review, T468	Spelling Grammar: Commas in a Series, T474-475 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

Flex Week/Unit Review- This week is to be used reviewing and re-teaching foundational literacy skills addressed during Unit 4.

Foundational Literacy	Unit 5, Lesson 21				
Phonics Skill	Words with <i>er</i> , Words with <i>ir</i> , <i>ur</i>				
Language/Grammar	What is an Adjective?				
Foundational Literacy Standards	<p>2.FL.PWR.3d- Decode words with common prefixes and suffixes.</p> <p>2.FL.F.5a- Read grade-level text with purpose and understanding.</p> <p>2.FL.SC.6c- Use reflexive pronouns such as <i>myself</i> and <i>ourselves</i>.</p> <p>2.FL.VA.7av- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>2.FL.VA.7bi- 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>Mustangs</i> pp.1-8; <i>Time to Move</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, T38-39 • Phonemic Awareness • High Frequency Words	Opening Routines, T48-49 • Phonemic Awareness • High Frequency Words	Opening Routines, T60-61 • Phonemic Awareness • High Frequency Words	Opening Routines, T70-71 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T16	Phonemic Awareness, T40	Phonemic Awareness, T50	Phonemic Awareness, T62	Review and Assess
Phonics	Phonics Words with <i>er</i> , T16-18	Phonics Words with <i>er</i> , T40-41	Phonics Words with <i>ir</i> , <i>ur</i> , T50-51	Phonics Phonics Review, T62-63	Phonics Review and Assess T78
Fluency	Phrasing: Natural Pauses, T14	Phrasing: Natural Pauses, T41	Phrasing: Natural Pauses, T53	Phrasing: Natural Pauses, T63	Phrasing: Natural Pauses, T79 Review and Assess
Word and Sentence Composition	Spelling Grammar: What is an Adjective? T36	Spelling Grammar: What is an Adjective? T46	Spelling Grammar: What is an Adjective? T58	Spelling Grammar: Spiral Review, T68	Spelling Grammar: What is an Adjective? T74-75 Review and Assess
Literacy Workstation Activities to Reinforce CCR Foundational Skills					
<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 5, Lesson 22				
Phonics Skill	Homophones, Base Words and Endings –er, -est				
Language/Grammar	Using Adjectives				
Foundational Literacy Standards	<p>2.FL.PWR.3e- Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2.FL.PWR.3f- Recognize and read grade-appropriate irregularly spelled words.</p> <p>2.FL.F.5a- Read grade-level text with purpose and understanding.</p> <p>2.FL.F.5b- Read grade-level texts orally with accuracy, appropriate rate, and expression.</p> <p>2.FL.F.5c- Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p> <p>2.FL.SC.6e- Use adjectives and adverbs correctly.</p> <p>2.FL.SC.6f- Produce, expand, and rearrange simple and compound sentences.</p> <p>2.FL.VA.7ai- Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>2.FL.VA.7av- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>2.FL.VA.7bi- Identify real-life connections between words and their use.</p> <p>2.FL.VA.7bii- Distinguish shades of meaning among closely related words.</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's That?</i> pp.17-24; <i>Get Smarter!</i> pp.25-32				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routines	Opening Routines, T112-113 • 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, T116	Phonemic Awareness, T140	Phonemic Awareness, T150	Phonemic Awareness, T162	Review and Assess
Phonics	Phonics Homophones, T116-118	Phonics Homophones, T140-141	Phonics Base Words and Endings –er, -est, T150-151	Phonics Phonics Review, T162-163	Phonics Review and Assess, T178
Fluency	Accuracy: Self-Correct, T114	Accuracy: Self-Correct, T141	Accuracy: Self-Correct, T153	Accuracy: Self-Correct, T163	Accuracy: Self-Correct, T179 Review and Assess

Word and Sentence Composition	Spelling Using Adjectives, T136	Spelling Using Adjectives, T146	Spelling Using Adjectives, T158	Spelling Grammar: Spiral Review, T168	Spelling Grammar: Using Adjectives, T174-175 Review and Assess
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<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-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 <i>Journeys</i> Cold Read passages, additional activities: http://www.fcrr.org/curriculum/PDF/G2-3/2-3Fluency_3.pdf
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Foundational Literacy	Unit 5, Lesson 23				
Phonics Skill	Suffixes <i>-y, -ly, -ful</i> Final Stable Syllables, <i>-tion, -ture</i>				
Language/Grammar	Irregular Verbs				
Foundational Literacy Standards	<p>2.FL.PWR.3d- Decode words with common prefixes and suffixes.</p> <p>2.FL.PWR.3e- Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2.FL.PWR.3f- Recognize and read grade-appropriate irregularly spelled words.</p> <p>2.FL.F.5a- Read grade-level text with purpose and understanding.</p> <p>2.FL.F.5b- Read grade-level texts orally with accuracy, appropriate rate, and expression.</p> <p>2.FL.SC.6d- Form and use the past tense of frequently occurring irregular verbs.</p> <p>2.FL.VA.7aiii- Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>2.FL.VA.7aiv- Use knowledge of the meaning of individual words to predict the meaning of compound words.</p> <p>2.FL.VA.7av- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>2.FL.VA.7bi- 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>Fraidy Cat</i> pp.33-40; <i>Bugs in Action</i>, pp.41-48				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5

2nd Grade, Semester 2

Opening Routines	Opening Routines, T212-213 • Phonemic Awareness • High Frequency Words	Opening Routines, T238-239 • Phonemic Awareness • High Frequency Words	Opening Routines, T248-249 • Phonemic Awareness • High Frequency Words	Opening Routines, T260-261 • Phonemic Awareness • High Frequency Words	Opening Routines, T270-271 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T216	Phonemic Awareness, T240	Phonemic Awareness, T250	Review and Assess	Review and Assess
Phonics	Phonics Suffixes <i>-y, -ly, -ful</i> , T216-218	Phonics Suffixes <i>-y, -ly, -ful</i> , T240-241	Phonics Final Stable Syllables, <i>-tion, -ture</i> T250-251	Phonics Phonics Review, T262-263	Phonics Review and Assess T278
Fluency	Rate: Adjust Rate to Purpose, T214	Rate: Adjust Rate to Purpose, T241	Rate: Adjust Rate to Purpose, T253	Rate: Adjust Rate to Purpose, T263	Rate: Adjust Rate to Purpose, T279 Review and Assess
Word and Sentence Composition	Spelling Grammar: Irregular Verbs, T236	Spelling Grammar: Irregular Verbs, T246	Spelling Grammar: Irregular Verbs, T258	Spelling Grammar: Spiral Review, T268	Spelling Grammar: Irregular Verbs, T274-275 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 5, Lesson 24
Phonics Skill	Prefixes <i>re-, un-, pre-, mis-</i> Silent Consonants
Language/Grammar	Irregular Action Verbs
Foundational Literacy Standards	2.FL.PWR.3d- Decode words with common prefixes and suffixes. 2.FL.PWR.3e- Identify words with inconsistent but common spelling-sound correspondences. 2.FL.PWR.3f- Recognize and read grade-appropriate irregularly spelled words.

	<p>2.FL.F.5a- Read grade-level text with purpose and understanding. 2.FL.F.5b- Read grade-level texts orally with accuracy, appropriate rate, and expression. 2.FL.SC.6d- Form and use the past tense of frequently occurring irregular verbs. 2.FL.SC.6f- Produce, expand, and rearrange simple and compound sentences. 2.FL.VA.7av- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 2.FL.VA.7bi- Identify real-life connections between words and their use. 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 Unreal Party pp.49-56 Knick and Knack pp.57-64</i>				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routines	Opening Routines, T312-313 • 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, T316	Phonemic Awareness, T340	Phonemic Awareness, T350	Phonemic Awareness, T362	Review and Assess
Phonics	Phonics Prefixes <i>re-, un-, pre-, mis-</i> T316-318	Phonics Prefixes <i>re-, un-, pre-, mis-</i> , T340-341	Phonics Silent Consonants, T350-351	Phonics Phonics Review, T362-363	Phonics Review and Assess, T378
Fluency	Expression, T314	Practice Fluency, T341	Expression, T353	Practice Fluency, T363	Expression, T379 Review and Assess
Word and Sentence Composition	Spelling Grammar: Irregular Action Verbs, T336	Spelling Grammar: Irregular Action Verbs, T346	Spelling Grammar: Irregular Action Verbs, T358	Spelling Grammar: Spiral Review, T368	Spelling Grammar: Irregular Action Verbs, T374-375 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-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 <i>Journeys</i> Cold Read passages, additional activities: http://www.fcrr.org/curriculum/PDF/G2-3/2-3Fluency_3.pdf 					

Foundational Literacy	Unit 5, Lesson 25				
Phonics Skill	Words with <i>au, aw, al, o, a</i>				
Language/Grammar	More Irregular Action Verbs				
Foundational Literacy Standards	<p>2.FL.PWR.3d- Decode words with common prefixes and suffixes.</p> <p>2.FL.PWR.3e- Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2.FL.PWR.3f- Recognize and read grade-appropriate irregularly spelled words.</p> <p>2.FL.F.5a- Read grade-level text with purpose and understanding.</p> <p>2.FL.SC.6d- Form and use the past tense of frequently occurring irregular verbs.</p> <p>2.FL.VA.7ai- Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>2.FL.VA.7av- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p>2.FL.VA.7bi- 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 Spring Walk pp.65-72; The Softball Game 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, T436-437 • Phonemic Awareness • High Frequency Words	Opening Routines, T446-447 • Phonemic Awareness • High Frequency Words	Opening Routines, T456-457 • Phonemic Awareness • High Frequency Words	Opening Routines, T466-467 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T416	Phonemic Awareness, T438	Phonemic Awareness, T448	Phonemic Awareness, T458	Review and Assess
Phonics	Phonics Words with <i>au, aw, al, o, a</i> , T416-418	Phonics Words with <i>au, aw, al, o, a</i> , T438-439	Phonics Phonics Review, T448	Phonics Phonics Review, T458-459	Phonics Review and Assess, T474
Fluency	Phrasing: Punctuation, T414	Phrasing: Punctuation, T439	Phrasing: Punctuation, T449	Phrasing: Punctuation, T459	Phrasing: Punctuation, T475 Review and Assess
Word and Sentence Composition	Spelling Grammar: More Irregular Action Verbs, T434	Spelling Grammar: More Irregular Action Verbs, T444	Spelling Grammar: More Irregular Action Verbs, T454	Spelling Grammar: Spiral Review, T464	Spelling Grammar: More Irregular Action Verbs, T470-471 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

Flex Week/Unit Review- This week is to be used reviewing and re-teaching foundational literacy skills addressed during Unit 5.

Foundational Literacy	Unit 6, Lesson 26				
Phonics Skill	Words with <i>oo, ew, ue, ou</i>				
Language/Grammar	Contractions				
Foundational Literacy Standards	<p>2.FL.PWR.3d- Decode words with common prefixes and suffixes.</p> <p>2.FL.PWR.3e- Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2.FL.PWR.3f- Recognize and read grade-appropriate irregularly spelled words.</p> <p>2.FL.F.5a- Read grade-level text with purpose and understanding.</p> <p>2.FL.F.5b- Read grade-level texts orally with accuracy, appropriate rate, and expression.</p> <p>2.FL.F.5c- Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p> <p>2.FL.SC.6f- Produce, expand, and rearrange simple and compound sentences.</p> <p>2FL.SC.6j- Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>2.FL.VA.7ai- Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>2.FL.VA.7av- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p> <p>2.FL.VA.7bi- 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 New Moose, pp.1-8 I'm Follow the Clues, 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, T40-41 • Phonemic Awareness • High Frequency Words	Opening Routines, T50-51 • Phonemic Awareness • High Frequency Words	Opening Routines, T60-61 • Phonemic Awareness • High Frequency Words	Opening Routines, T70-71 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T16	Phonemic Awareness, T42	Phonemic Awareness, T52	Phonemic Awareness, T62	Review and Assess
Phonics	Phonics Words with <i>oo, ew, ue, ou</i> , T16-18	Phonics Words with <i>oo, ew, ue, ou</i> , T42-43	Phonics Words with <i>oo, ew, ue, ou</i> T52	Phonics Phonics Review, T62-63	Phonics Review and Assess, T78
Fluency	Accuracy: Connected Text, T14	Accuracy: Connected Text, T43	Accuracy: Connected Text, T53	Accuracy: Connected Text, T63	Accuracy: Connected Text, T79 Review and Assess
Word and Sentence Composition	Spelling Grammar: Contractions, T38	Spelling Grammar: Contractions, T48	Spelling Grammar: Contractions, T58	Spelling Grammar: Spiral Review, T68	Spelling Grammar: Contractions, T74-75 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 6, Lesson 27				
Phonics Skill	Words with <i>oo</i> (<i>book</i>)				
Language/Grammar	What is an Adverb?				
Foundational Literacy Standards	<p>2.FL.PWR.3a- Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2.FL.PWR.3d- Decode words with common prefixes and suffixes.</p> <p>2.FL.PWR.3e- Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2.FL.PWR.3f- Recognize and read grade-appropriate irregularly spelled words.</p> <p>2.FL.F.5a- Read grade-level text with purpose and understanding.</p> <p>2.FL.SC.6d- Form and use the past tense of frequently occurring irregular verbs.</p> <p>2.FL.SC.6e- Use adjectives and adverbs correctly.</p> <p>2.FL.SC.6f- Produce, expand, and rearrange simple and compound sentences.</p> <p>2.FL.VA.7av- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p> <p>2.FL.VA.7bi- Identify real-life connections between words and their use.</p> <p>2.FL.VA.7bii- Distinguish shades of meaning among closely related words.</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>Woody Woodchuck and the Mysterious Ball</i> , pp.17-24, <i>One or More</i> , pp.25-32				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routines	Opening Routines, T112-113 • 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

2nd Grade, Semester 2

Phonemic Awareness	Phonemic Awareness, T116	Phonemic Awareness, T140	Phonemic Awareness, T150	Phonemic Awareness, T162	Review and Assess
Phonics	Phonics Words with <i>oo</i> (<i>book</i>), T116-118	Phonics Words with <i>oo</i> (<i>book</i>), T140-141	Phonics Phonics Review, T150-151	Phonics Phonics Review, T162-163	Phonics Review and Assess, T178
Fluency	Intonation, T114	Intonation, T141	Intonation, T153	Intonation, T163	Intonation, T179 Review and Assess
Word and Sentence Composition	Spelling Grammar: What is an Adverb? T136	Spelling Grammar: What is an Adverb? T146	Spelling Grammar: What is an Adverb? T158	Spelling Grammar: Spiral Review, T168	Spelling Grammar: What is an Adverb? 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:
<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 6, Lesson 28
Phonics Skill	Vowel Diphthongs <i>ow, ou</i>
Language/Grammar	Possessive Nouns
Foundational Literacy Standards	<p>2.FL.PWR.3d- Decode words with common prefixes and suffixes.</p> <p>2.FL.PWR.3e- Identify words with inconsistent but common spelling-sound correspondences.</p> <p>2.FL.PWR.3f- Recognize and read grade-appropriate irregularly spelled words.</p> <p>2.FL.F.5a- Read grade-level text with purpose and understanding.</p> <p>2.FL.F.5c- Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p> <p>2.FL.SC.6d- Form and use the past tense of frequently occurring irregular verbs.</p> <p>2FL.SC.6j- Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>2.FL.VA.7av- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p> <p>2.FL.VA.7bi- 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.				
Decodable Texts	<i>Howie's Big Brown Box</i> , pp.33-40; <i>What a Surprise!</i> pp.41-48				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routines	Opening Routines, T212-213 • Phonemic Awareness • High Frequency Words	Opening Routines, T234-235 • Phonemic Awareness • High Frequency Words	Opening Routines, T244-245 • Phonemic Awareness • High Frequency Words	Opening Routines, T254-255 • Phonemic Awareness • High Frequency Words	Opening Routines, T266-267 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T216	Phonemic Awareness, T236	Phonemic Awareness, T246	Phonemic Awareness, T256	Review and Assess
Phonics	Phonics Vowel Diphthongs <i>ow, ou</i> , T216-218	Phonics Vowel Diphthongs <i>ow, ou</i> , T236-237	Phonics Phonics Review, T246	Phonics Phonics Review, T256-257	Phonics Review and Assess, T274
Fluency	Phrasing: Natural Pauses, T214	Phrasing: Natural Pauses, T237	Phrasing: Natural Pauses, T247	Phrasing: Natural Pauses, T257	Phrasing: Natural Pauses, T275 Review and Assess
Word and Sentence Composition	Spelling Grammar: Possessive Nouns, T232	Spelling Grammar: Possessive Nouns, T242	Spelling Grammar: Possessive Nouns, T252	Spelling Grammar: Spiral Review, T264	Spelling Grammar: Possessive Nouns T270-271 Review and Assess
Literacy Workstation Activities to Reinforce CCR Foundational Skills					
<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 <i>Journeys</i> Cold Read passages, additional activities: http://www.fcrr.org/curriculum/PDF/G2-3/2-3Fluency_3.pdf 					

Foundational Literacy	Unit 6, Lesson 29
Phonics Skill	Reading Longer Words with Long Vowels <i>a</i> and <i>i</i> Vowel Diphthongs <i>oi, oy</i>
Language/Grammar	Possessive Pronouns
Foundational Literacy	2.FL.PWR.3b- Know spelling-sound correspondences for additional common vowel teams.

Standards	<p>2.FL.PWR.3c- Decode regularly spelled two-syllable words with long vowels.</p> <p>2.FL.PWR.3f- Recognize and read grade-appropriate irregularly spelled words.</p> <p>2.FL.F.5a- Read grade-level text with purpose and understanding.</p> <p>2.FL.F.5b- Read grade-level texts orally with accuracy, appropriate rate, and expression.</p> <p>2.FL.SC.6d- Form and use the past tense of frequently occurring irregular verbs.</p> <p>2FL.VA.7av- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p> <p>2.FL.VA.7bi- 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	<p><i>Not So Alike</i>, pp.49-56, <i>Corduroy and Will</i>, pp.57-64</p>				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routines	<p>Opening Routines, T308-309</p> <ul style="list-style-type: none"> Phonemic Awareness High Frequency Words 	<p>Opening Routines, T334-335</p> <ul style="list-style-type: none"> Phonemic Awareness High Frequency Words 	<p>Opening Routines, T344-345</p> <ul style="list-style-type: none"> Phonemic Awareness High Frequency Words 	<p>Opening Routines, T356-357</p> <ul style="list-style-type: none"> Phonemic Awareness High Frequency Words 	<p>Opening Routines, T366-367</p> <ul style="list-style-type: none"> Phonemic Awareness High Frequency Words <p>Review and Assess</p>
Phonemic Awareness	<p>Phonemic Awareness, T312</p>	<p>Phonemic Awareness, T336</p>	<p>Phonemic Awareness, T346</p>	<p>Phonemic Awareness, T358</p>	<p>Review and Assess</p>
Phonics	<p>Phonics</p> <p>Reading Longer Words with Long Vowels <i>a</i> and <i>i</i>, T312-314</p>	<p>Phonics</p> <p>Reading Longer Words with Long Vowels <i>a</i> and <i>i</i>, T336-337</p>	<p>Phonics</p> <p>Words with Vowel Diphthongs <i>oi</i>, <i>oy</i> T347</p>	<p>Phonics</p> <p>Phonics Review, T358-359</p>	<p>Phonics</p> <p>Review and Assess, T374</p>
Fluency	<p>Expression, T310</p>	<p>Expression, T337</p>	<p>Expression, T349</p>	<p>Expression, T359</p>	<p>Expression, T375</p> <p>Review and Assess</p>
Word and Sentence Composition	<p>Spelling</p> <p>Grammar: Possessive Pronouns, T332</p>	<p>Spelling</p> <p>Grammar: Possessive Pronouns, T342</p>	<p>Spelling</p> <p>Grammar: Possessive Pronouns, T354</p>	<p>Spelling</p> <p>Grammar: Spiral Review, T364</p>	<p>Spelling</p> <p>Grammar: Possessive Pronouns, T371-372</p> <p>Review and Assess</p>
<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: <ul style="list-style-type: none"> 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 <i>Journeys</i> Cold Read passages, additional activities: 					

http://www.fcrr.org/curriculum/PDF/G2-3/2-3Fluency_3.pdf

Foundational Literacy	Unit 6, Lesson 30				
Phonics Skill	Reading Longer Words with Long Vowels <i>o</i> and <i>e</i> , Final Stable Syllable <i>-le</i>				
Language/Grammar	Choose Between Adjectives and Adverbs				
Foundational Literacy Standards	<p>2.FL.PWR.3a- Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>2.FL.PWR.3b- Know spelling-sound correspondences for additional common vowel teams.</p> <p>2.FL.PWR.3c- Decode regularly spelled two-syllable words with long vowels.</p> <p>2.FL.PWR.3f- Recognize and read grade-appropriate irregularly spelled words.</p> <p>2.FL.F.5a- Read grade-level text with purpose and understanding.</p> <p>2.FL.F.5b- Read grade-level texts orally with accuracy, appropriate rate, and expression.</p> <p>2.FL.SC.6d- Form and use the past tense of frequently occurring irregular verbs.</p> <p>2.FL.SC.6e- Use adjectives and adverbs correctly.</p> <p>2.FL.VA.7ai- Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>2.FL.VA.7aiii- Use a known root word as a clue to the meaning of an unknown word with the same root.</p> <p>2.FL.VA.7bi- 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 Picnic Problem</i> , pp.65-72, <i>Polly Poodle</i> , pp.73-80				
	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routines	Opening Routines, T408-409 • 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, T456-457 • Phonemic Awareness • High Frequency Words	Opening Routines, T466-467 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T412	Phonemic Awareness, T436	Phonemic Awareness, T446	Phonemic Awareness, T458	Review and Assess

2nd Grade, Semester 2

Phonics	Phonics Reading Longer Words with Long Vowels o and e, T412-414	Phonics Reading Longer Words with Long Vowels o and e, T436-437	Phonics Final Stable Syllable -le, T446-447	Phonics Phonics Review, T458-459	Phonics Review and Assess, T474
Fluency	Rate: Adjust Rate to Purpose, T410	Ac Rate: Adjust Rate to Purpose, T437	Rate: Adjust Rate to Purpose, T449	Rate: Adjust Rate to Purpose, T459	A Rate: Adjust Rate to Purpose, T475 Review and Assess
Word and Sentence Composition	Spelling Grammar: Adjectives and Adverbs, T432	Spelling Grammar: Adjectives and Adverbs, T442	Spelling Grammar: Adjectives and Adverbs, T454	Spelling Grammar: Spiral Review, T464	Spelling Grammar: Adjectives and Adverbs, T470-471 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

Flex Week/Unit Review- This week is to be used reviewing and re-teaching foundational literacy skills addressed during Unit 6.