2ⁿᵈ Grade	Foundational Literacy Curriculum Map	First Semester (Quarters 1 & 2)

Introduction

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.

By 2025,
- **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.**

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).

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.

How to Use the Curriculum Maps

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 *guide,* not a *script*, and teachers should work to become experts in teaching and customizing the curriculum to meet the needs of their students.

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.

- For meaning-based lessons, it is critical that teachers not only prepare to deliver *lessons*, but also prepare to teach full *units* and/or *modules*. 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 *Journeys* 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 *Journeys*). While we will add on the *Journeys* resources, it is critical that teachers follow the sequence as provided.

For additional information, visit the specified grade's K-3 Journeys Foundational Skills Scope & Sequence.

2nd Grade	**Foundational Literacy Curriculum Map**	**First Semester (Q 1 & 2)**
	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.

2ⁿᵈ Grade	**Foundational Literacy Curriculum Map**	**First Semester (Quarters 1 & 2)**

Guidance for the ELA Block

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:

- **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.

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 *K-2 Suggested Foundational Skills Block Framework* document for guidance on how to structure your foundational literacy time).

Guidance for Small Group Instruction

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.

Possible literacy workstations for KK – 2ⁿᵈ grade are listed below. For more information about these workstations, see the Resource Toolkit.

- **Teacher Led Small Group** - 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 the Teacher-led Small Group is to support students in using these strategies independently as they work to become 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 *Journeys* 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 *Journeys* 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 *Journeys* 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	
Teacher-led Small Group Teacher-led small group is one component of the 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 the small group is to support students in using these strategies independently as they work to become fluent, skilled readers.	**Small Group Reading Instruction**
SCS Early Literacy Team provides high quality literacy workstation ideas that correlate to the individual Journeys lesson. These workstation ideas are shared in the newsletter, *Focus on Foundations*. These workstation ideas can be accessed via the following link: **http://www.scsk12.org/earlyliteracy/newsletters?PID=1379**	

Reading Comprehension	Writing	Vocabulary

• 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:
  o Use of graphic organizers to summarize, analyze parts of the text, describe characters, etc.
  o Asking and answering questions
  o Writing in response to reading
  o Illustrate an important character or event in the story.
  o Create an advertisement to promote the book.
	• 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:
	  o Journeys flipbook
	  o Writing journals
	  o Write in response to reading
	  o POW TIDE organizer (informative writing)
	  o POW TREE organizer (opinion writing)
		• 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:
		  o Journeys flipbook
		  o Word games
		  o Word sorts
		  o Words in Context

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	*For additional ideas regarding writing activities see the information found here.*	*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 • http://www.fcrr.org/curriculum/PDF/G2-3/2-3Phonics_2.pdf

Fluency	Independent Reading	Phonics	

• 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:
  o Student books
  o Passages
  o Leveled readers
  o Journeys Cold Read passages
 	
For additional ideas regarding fluency practice see the information found here.
Additional suggestion:
• *http://www.fcrr.org/curriculum/PDF/G2-3/2-3Fluency_3.pdf*
	• 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:
	  o Read to self
	  o Read to a partner
	
	  ✓ Reading the pictures
	  ✓ Reading the words
	  ✓ Retelling the story
	  o Listen to texts via technology
	
	For additional ideas see the independent reading contract information found here.
		• In this station students will work with individual letter sounds, phonics patterns, and/or high frequency words. Activities often incorporate the following materials:
		  o Magnetic/manipulative letters
		  o Individual white boards
		  o Picture sound sorts
		  o Letter tiles
		  o Sight word activities
		  o Word building activities
		  o Texts (including decodables)
		
		For additional ideas regarding phonics activities see the information found here.
		Other suggestions:
		• *http://www.fcrr.org/curriculum/PDF/G2-3/2-3Phonics_4.pdf*	

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Resource Toolkit: 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.
Foundational Literacy Resources	
http://www.scsk12.org/earlyliteracy/index	SCS Early Literacy Team provides high quality resources for school leaders, Foundational Literacy Laureates, K-2 Teachers. These resources include a newsletter called, ***Focus on Foundations***, which features instructional strategies and workstation ideas.
https://achievethecore.org/category/1206/ela-literacy-foundational-skills	Student Achievement Partners, through Achieve the Core have provided a variety of resources regarding foundational skills. These resources include a Decodable Readers Protocol, foundational skills professional development, and a foundational skills instructional guidance document. Links to all these resources and more can be accessed through the url provided.
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 and more.
Foundational Skills Articles	
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
Semester 1

Quarter	Foundational Literacy	Length
	QUARTER 1	
1	Flex Week	Week 1
1	• Lesson 1 Journeys Unit 1 Weekly Planner pp. T10-T11	Week 2
1	• Lesson 2 Journeys Unit 1 Weekly Planner pp. T106-T107	Week 3
1	• Lesson 3 Journeys Unit 1 Weekly Planner pp. T204-T205	Week 4
1	• Lesson 4 Journeys Unit 1 Weekly Planner pp. T302-T303	Week 5
1	• Lesson 5 Journeys Unit 1 Weekly Planner pp. T404-T405	Week 6
1	• Lesson 6 Journeys Unit 2 Weekly Planner pp. T10-T11	Week 7
1	• Lesson 7 Journeys Unit 2 Weekly Planner pp. T108-T109	Week 8
1	• Lesson 8 Journeys Unit 2 Weekly Planner pp. T210-T211	Week 9
	QUARTER 2	
2	• Lesson 9 Journeys Unit 2 Weekly Planner pp. T308-T309	Week 1
2	• Lesson 10 Journeys Unit 2 Weekly Planner pp. T410-T411	Week 2
2	• Lesson 11 Journeys Unit 3 Weekly Planner pp. T10-T11	Week 3
2	• Lesson 12 Journeys Unit 3 Weekly Planner pp. T108-T109	Week 4
2	• Lesson 13 Journeys Unit 3 Weekly Planner pp. T202-T203	Week 5
2	• Lesson 14 Journeys Unit 3 Weekly Planner pp. T300-T301	Week 6
2	• Lesson 15 Journeys Unit 3 Weekly Planner pp. T398-T399 **Semester 1 Ends**	Week 7
2	Flex Week	Week 8

Foundational Literacy	***Week 1 is a Flex Week and is to be used establishing systems and routines for foundational literacy instruction and workstations.***

Foundational Literacy	**Unit 1 Lesson 1**
Phonics Skill	Short Vowels *a, i,* CVC Syllable Pattern
Language/Grammar *Note:* **While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.**	Subjects and Predicates

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.
	    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.
	2.FL.F.5- Read with sufficient accuracy and fluency to support comprehension.
	    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.
	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.
	    F. Produce, expand, and rearrange simple and compound sentences.
	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.
	    v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
	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.
	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 **Note: Decodable texts should be used whole group and/or during small group.**	*We Camp*, pp.1-8; *The Picnic Ants*, 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
Phonics	Phonics Short Vowels *a, i,* T16-18	Phonics Short Vowels *a, 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

Workstation/Small Group Activities to Reinforce Foundational Skills

• The link below connects to the **SCS Early Literacy Newsletter entitled *Focus on Foundations***. There you will find newsletters that are written to align with the foundational skills identified per lesson. The newsletters include lesson PowerPoints and ideas for literacy workstation activities that align to the week's foundational skills focus.
http://www.scsk12.org/earlyliteracy/newsletters?PID=1379

• For additional ideas for workstation activities, see the *2nd Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

Foundational Literacy	**Unit 1 Lesson 2**
Phonics Skill	Short Vowels *o, u, e* CVC Syllable Pattern
Language/Grammar *Note:* **While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.**	Simple Sentences

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. 　**B.** Know spelling-sound correspondences for additional common vowel teams. 　**F.** Recognize and read grade-appropriate irregularly spelled words. **2.FL.F.5**- Read with sufficient accuracy and fluency to support comprehension. 　**A**. Read grade-level text with purpose and understanding. 　**B.** Read grade-level texts orally with accuracy, appropriate rate, and expression. **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. 　**F**. Produce, expand, and rearrange simple and compound sentences. 　**I**. Use commas in the greeting and closing of a letter. **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. 　**v**. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. **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. **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 Note: Decodable texts should be used whole group and/or during small group.	*Bud, Ben and Roz*, pp.17-24; *The Funny Hat Contest*, 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 *o, u, e*, T112-114	Phonics Short Vowels *o, u, e*, 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

Workstation/Small Group Activities to Reinforce Foundational Skills

- The link below connects to the **SCS Early Literacy Newsletter entitled *Focus on Foundations***. There you will find newsletters that are written to align with the foundational skills identified per lesson. The newsletters include lesson PowerPoints and ideas for literacy workstation activities that align to the week's foundational skills focus.
  http://www.scsk12.org/earlyliteracy/newsletters?PID=1379

- For additional ideas for workstation activities, see the *2ⁿᵈ Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

Foundational Literacy	**Unit 1 Lesson 3**
Phonics Skill	Long Vowels *a, i* Sounds for *c*
Language/Grammar ***Note:*** **While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.**	Types of Sentences

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.
	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.
	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.
	    F. Produce, expand, and rearrange simple and compound sentences.
	    I. Use commas in the greeting and closing of a letter.

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.

　　　　i. Use sentences-level context as a clue to the meaning of a word or phrase.

　　　　v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

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.

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 Note: Decodable texts should be used whole group and/or during small group.	*City Ride*, pp.33-40; *Mice Can Race*, pp.41-48				
	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 *a, i,* T210-212	Phonics Long Vowels *a, i,* T232-233	Phonics Sounds for *c*, 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

Workstation/Small Group Activities to Reinforce Foundational Skills

- The link below connects to the **SCS Early Literacy Newsletter entitled *Focus on Foundations***. There you will find newsletters that are written to align with the foundational skills identified per lesson. The newsletters include lesson PowerPoints and ideas for literacy workstation activities that align to the week's foundational skills focus.
  http://www.scsk12.org/earlyliteracy/newsletters?PID=1379
- For additional ideas for workstation activities, see the *2ⁿᵈ Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

Foundational Literacy	Unit 1 Lesson 4
Phonics Skill	Long Vowels *o, u, e* Sounds for *g*
Language/Grammar *Note:* **While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.**	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.
	
	 2.FL.F.5- Read with sufficient accuracy and fluency to support comprehension.
	
	     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.
	
	 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.
	
	     v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
	
	 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.
	
	 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 **Note: Decodable texts should be used whole group and/or during small group.**	***A Bed of Roses***, *pp.49-56;* ***Swim Like a Frog***, *pp.57-64*

	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 *o, u, e,* T308-310	Phonics Long Vowels *o, u, e,* T334-335	Phonics Sounds for *g,* 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

Workstation/Small Group Activities to Reinforce Foundational Skills

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  http://www.scsk12.org/earlyliteracy/newsletters?PID=1379

- For additional ideas for workstation activities, see the *2nd Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

Foundational Literacy	Unit 1 Lesson 5
Phonics Skill	Consonant Blends with *r, l, s*
Language/Grammar *Note:* **While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.**	Singular and Plural Nouns

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.
	    F. Recognize and read grade-appropriate irregularly spelled words.
	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.
	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.
	    F. Produce, expand, and rearrange simple and compound sentences.
	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.
	    iii. Use a known root word as a clue to the meaning of an unknown word with the same root
	    v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
	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.
	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: **Note: Decodable texts should be used whole group and/or during small group.**	*Flint Cove Clambake*, pp.65-72; *The Stop and Spend Sale*, pp.73-80

	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 *r, l, s,* T410-412	Phonics Consonant Blends with *r, l, s,* 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

Workstation/Small Group Activities to Reinforce Foundational Skills

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  http://www.scsk12.org/earlyliteracy/newsletters?PID=1379

- For additional ideas for workstation activities, see the *2nd Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

Foundational Literacy	Unit 2 Lesson 6
Phonics Skill	Common Final Blends *nd, ng, nk, ft, xt, mp*
Language/Grammar *Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.*	Plural Nouns Collective Nouns

Foundational Literacy Standards	**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.
	    A. Use collective nouns.
	    B. Form and use frequently occurring irregular plural nouns.

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.

i. Use sentence-level context as a clue to the meaning of a word or phrase.

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.

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.

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 Note: Decodable texts should be used whole group and/or during small group.	*A Job for Bob; pp.1-8 **Baby Animals**, 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 *nd, ng, nk, ft, xt, mp*, T16-18	Phonics Common Final Blends *nd, ng, nk, ft, xt, mp*, 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

Workstation/Small Group Activities to Reinforce Foundational Skills

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http://www.scsk12.org/earlyliteracy/newsletters?PID=1379

- For additional ideas for workstation activities, see the *2ⁿᵈ Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

Foundational Literacy	Unit 2 Lesson 7				
Phonics Skill	Double Consonants and *ck* Double Consonants (CVC)				
Language/Grammar *Note:* **While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.**	Proper Nouns				

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.
	    F. Recognize and read grade-appropriate irregularly spelled words
	2.FL.F.5- Read with sufficient accuracy and fluency to support comprehension.
	    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
	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.
	    H. Capitalize holidays, product names, and geographic names.
	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.
	    i. Use sentence-level context as a clue to the meaning of a word or phrase.
	    v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
	2.FL.VA.7b- Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
	    i. Identify real-life connections http://www.scsk12.org/earlyliteracy/uploads/files/Newsletter FS Grade 2 L7L8.pdf 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.				

Decodable Texts **Note: Decodable texts should be used whole group and/or during small group.**	*Jill and Mack; pp.17-24* **Rabbit's Muffins***, pp.25-32*				
	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 *ck*, T114-116	Phonics Double Consonants and *ck*, 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

Workstation/Small Group Activities to Reinforce Foundational Skills

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Foundational Literacy	**Unit 2 Lesson 8**
Phonics Skill	Consonant Digraphs *th, sh, wh, ch, tch, ph;* Base Words and Endings *–s, -ed, -ing*
Language/Grammar *Note:* **While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.**	What is a Verb?
Foundational Literacy	**2.FL.PWR.3-** Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

Standards					

	E. Identify words with inconsistent but common spelling-sound correspondences.
	 F. Recognize and read grade-appropriate irregularly spelled words
	 2.FL.F.5- Read with sufficient accuracy and fluency to support comprehension.
	     A. Read grade-level text with purpose and understanding.
	     B. Read grade-level texts orally with accuracy, appropriate rate, and expression.
	 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.
	     D. Form and use the past tense of frequently occurring irregular verbs.
	 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.
	     iv. Use knowledge of the meaning of individual words to predict the meaning of compound words.
	     v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
	 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.
	 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 Note: Decodable texts should be used whole group and/or during small group.	*Splish! Splash! Whales*; pp.33-40 *Drifting Up, Up, Up*, 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, 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 *th, sh, wh, ch, tch, ph,* T216-218	Phonics Words with Consonant Digraphs *th, sh, wh, ch, tch, ph,* T238-239	Phonics Base Words and Endings *–s, -ed, -ing*, 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

Workstation/Small Group Activities to Reinforce Foundational Skills

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- For additional ideas for workstation activities, see the *2ⁿᵈ Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

Foundational Literacy	**Unit 2 Lesson 9**
Phonics Skill	Base Words and Endings *-ed, -ing* CV Syllable Pattern
Language/Grammar *Note:* **While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.**	Verbs in the Present

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.
	2.FL.F.5- Read with sufficient accuracy and fluency to support comprehension.
	    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.
	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.
	    A. Use collective nouns.
	    F. Produce, expand, and rearrange simple and compound sentences.
	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.
	    i. Use sentence-level context as a clue to the meaning of a word or phrase.

	v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. **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. **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: Note: Decodable texts should be used whole group and/or during small group.	*Maybe So; pp.49-56 Racing Away!, pp.57-64*				

	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

Workstation/Small Group Activities to Reinforce Foundational Skills

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Foundational Literacy	**Unit 2 Lesson 10**

Phonics Skill	Contractions				
Language/Grammar *Note:* **While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.**	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.
	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.
	    E. Use adjectives and adverbs correctly.
	    J. Use an apostrophe to form contractions and frequently occurring possessives.
	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.
	    iii. Use a known root word as a clue to the meaning of an unknown word with the same root
	    v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
	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.
	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 Note: Decodable texts should be used whole group and/or during small group.	*Let's Have Fun; pp.65-72 **I'm Going to Win;** 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, 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 |

Workstation/Small Group Activities to Reinforce Foundational Skills

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Foundational Literacy	**Unit 3 Lesson 11**
Phonics Skill	Base Words and Endings –s, -es
Language/Grammar
Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.	Compound Sentences
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.
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.
2.FL.F.5- Read with sufficient accuracy and fluency to support comprehension.
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.
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.
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.
	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.
	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.
	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.
	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 Note: Decodable texts should be used whole group and/or during small group.	*Jess Makes Gifts*; *pp.1-8* ***I'm Cooking With Mom Fox;*** *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, 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

Workstation/Small Group Activities to Reinforce Foundational Skills

- The link below connects to the **SCS Early Literacy Newsletter entitled *Focus on Foundations***. There you will find newsletters that are written to align with the foundational skills identified per lesson. The newsletters include lesson PowerPoints and ideas for literacy workstation activities that align to the week's foundational skills focus.
  http://www.scsk12.org/earlyliteracy/newsletters?PID=1379

- For additional ideas for workstation activities, see the *2ⁿᵈ Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

Foundational Literacy	**Unit 3 Lesson 12**
Phonics Skill	Vowel DIgraphs *ai, ay*
Language/Grammar *Note:* **While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.**	Expanding/Rearranging Compound Sentences

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.
	    B. Know spelling-sound correspondences for additional common vowel teams.
	    C. Decode regularly spelled two-syllable words with long vowels.
	    F. Recognize and read grade-appropriate irregularly spelled words.
	2.FL.F.5- Read with sufficient accuracy and fluency to support comprehension.
	    A. Read grade-level text with purpose and understanding.
	    B. Read grade-level texts orally with accuracy, appropriate rate, and expression.
	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.
	    F. Produce, expand, and rearrange simple and compound sentences.
	    H. Capitalize holidays, product names, and geographic names.
	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.
	    i. Use sentence-level context as a clue to the meaning of a word or phrase.
	    v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
	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.
	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 Note: Decodable texts should be used whole group and/or during small group.	*Trains*; pp.17-24, *The Waiting Game;* pp.25-32				
	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
Phonics	Phonics Vowel DIgraphs *ai, ay* T114-116	Phonics Vowel DIgraphs *ai, ay* 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

Workstation/Small Group Activities to Reinforce Foundational Skills

- The link below connects to the **SCS Early Literacy Newsletter entitled *Focus on Foundations***. There you will find newsletters that are written to align with the foundational skills identified per lesson. The newsletters include lesson PowerPoints and ideas for literacy workstation activities that align to the week's foundational skills focus. http://www.scsk12.org/earlyliteracy/newsletters?PID=1379

- For additional ideas for workstation activities, see the *2nd Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

Foundational Literacy	**Unit 3 Lesson 13**				
Phonics Skill	Vowel DIgraphs *ee, ea*				
Language/Grammar *Note:* **While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.**	Quotation Marks				

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.
	   B. Know spelling-sound correspondences for additional common vowel teams.
	   C. Decode regularly spelled two-syllable words with long vowels.
	2.FL.F.5- Read with sufficient accuracy and fluency to support comprehension.
	   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.
	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.
	   v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
	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.
	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 **Note: Decodable texts should be used whole group and/or during small group.**	*The Shell Sheep; pp.33-40, Reef Sees the Wide World; 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

Workstation/Small Group Activities to Reinforce Foundational Skills

- The link below connects to the **SCS Early Literacy Newsletter entitled *Focus on Foundations***. There you will find newsletters that are written to align with the foundational skills identified per lesson. The newsletters include lesson PowerPoints and ideas for literacy workstation activities that align to the week's foundational skills focus.
  http://www.scsk12.org/earlyliteracy/newsletters?PID=1379

- For additional ideas for workstation activities, see the *2nd Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

Foundational Literacy	**Unit 3 Lesson 14**
Phonics Skill	Long o *(o, oa, ow)*
Language/Grammar *Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.*	Using Proper Nouns
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. B. Know spelling-sound correspondences for additional common vowel teams. **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.

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.

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.

H. Capitalize holidays, product names, and geographic names.

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.

v. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

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.

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 Note: Decodable texts should be used whole group and/or during small group.	***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
Phonics	Phonics Long o *(o, oa, ow),* T306-308	Phonics Long o *(o, oa, ow),* 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	Spelling Grammar Using Proper	Spelling Grammar Using Proper	Spelling Grammar: Spiral Review,	Spelling Grammar: Using Proper Nouns,

	Nouns, T326	Nouns, T336	Nouns, T340	T356	T362-363
					Review and Assess

Workstation/Small Group Activities to Reinforce Foundational Skills

- The link below connects to the **SCS Early Literacy Newsletter entitled *Focus on Foundations***. There you will find newsletters that are written to align with the foundational skills identified per lesson. The newsletters include lesson PowerPoints and ideas for literacy workstation activities that align to the week's foundational skills focus.
http://www.scsk12.org/earlyliteracy/newsletters?PID=1379

- For additional ideas for workstation activities, see the *2nd Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

Foundational Literacy	**Unit 3 Lesson 15**
Phonics Skill	Compound Words The Schwa Vowel Sound
Language/Grammar *Note:* **While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.**	Abbreviations

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.
	
	      F. Recognize and read grade-appropriate irregularly spelled words.
	
	 2.FL.F.5- Read with sufficient accuracy and fluency to support comprehension.
	
	      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.
	
	 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.
	
	      F. Produce, expand, and rearrange simple and compound sentences.
	
	 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.
	
	      iii. Use a known root word as a clue to the meaning of an unknown word with the same root
	
	 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.

	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 Note: Decodable texts should be used whole group and/or during small group.	*What Does it Say?: pp.65-72,* **In The Grove;** *pp.73-80*				
	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

Workstation/Small Group Activities to Reinforce Foundational Skills

- The link below connects to the **SCS Early Literacy Newsletter entitled** *Focus on Foundations*. There you will find newsletters that are written to align with the foundational skills identified per lesson. The newsletters include lesson PowerPoints and ideas for literacy workstation activities that align to the week's foundational skills focus.
  http://www.scsk12.org/earlyliteracy/newsletters?PID=1379

- For additional ideas for workstation activities, see the *2nd Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

Foundational Literacy	***Flex Week-*** *This week is to be used reviewing and re-teaching foundational literacy skills addressed thus far.*

APPENDIX

Foundational Literacy: Bridging the Gap from 1st to 2nd Grade

The purpose of this document is to provide a resource for 2nd grade teachers to use to further develop high leverage first grade foundational literacy standards that are essential to 2nd grade foundational literacy development.

Standard 1: Print Concepts	
Standard	**1.FL.PC.1** Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation.

Content Elaboration:

The focus of Print Concepts is understanding that print features, structures, and characteristics facilitate the reader's ability to make meaning of the text. Print concepts include recognizing print in the environment, understanding that print carries meaning, understanding that print is used for many purposes, and experiencing print through writing.

First Grade Focus:

In first grade, this standard focused on a student's ability to demonstrate understanding of print by recognizing the distinguishing features of a sentence in order to foster awareness necessary for both beginning reading and writing.

Second Grade Focus:

This standard does not continue into the next grade. However, print concepts, along with phonological awareness and phonics, make up the foundational skills necessary for proficient reading. Students that have not yet mastered this

standard will continue to need instruction in this area.

Instructional Strategies and/or Activities to Bridge from 1st to 2n

1.FL.PC.1 Demonstrate understanding of the organization and basic features of print. High Leverage
a) Recognize the distinguishing features of a sentence, such as first word, capitalization, and ending punctuation.

Instructional Strategy(s)

The Organization of Books

Make sure students know how books are organized. They should be taught the basics about books – that they are read from left to right and top to bottom, that print may be accompanied by pictures or graphics, that the pages are numbered, and that the purpose of reading is to gain meaning from the text and understand ideas that words convey.

Use "Big Books"

Use "Big Books" and draw student's attention to words and letters. Help children notice and learn to recognize words that occur frequently, such as *a, the, is, was,* and *you.* Draw attention to letters and punctuation marks within the story.

Reinforce the Forms and Functions of Print

Point them out in classroom signs, labels, posters, calendars, and so forth.

Teach and Reinforce Print Conventions

Discuss print directionality (print is written and read from left to right), word boundaries, capital letters, and end punctuation.

Sentence Strips

Use a prepared sentence strip that has been cut up. Pass the segments out to some students and ask them to put the sentence in order and stand in front of the class. Then ask the students in the audience to read the sentence out loud and discuss capitalization and punctuation.

Concepts of Print Assessment

https://bit.ly/2YypSpv

Activities/Practice Opportunities

Systematic Early Literacy Activities & Tips: https://education.byu.edu/seel/printawareness.html

Blackline Masters & Activity Sheets to Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation):
https://www.education.com/common-core/CCSS.ELA-LITERACY.RF.1.1.A/worksheets/

Video Links:
Intro to Punctuation for Kids: https://www.youtube.com/watch?v=BgcokHqAXUk
Features of a Sentence: https://www.youtube.com/watch?v=nWrliHxMvug
Basic Sentence Features: https://www.youtube.com/watch?v=ApjBJAOzbtQ

The Sentence Song: https://www.youtube.com/watch?v=0Wrv_ZviMEc

Noteworthy: Many resources contained in this document can be accessed by clicking on hyperlinks. In cases where the hyperlink does not open, copy and paste the URL in to your search engine's browser in order to access the resource.

Standard 2: Phonological Awareness

Standard	**1.FL.PA.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a) Distinguish long from short vowel sounds in spoken single-syllable words. 〔SEP〕 b) Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words. 〔SEP〕 c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 〔SEP〕 d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). 〔SEP〕

Content Elaboration:

Phonological awareness is a broad term that includes the skills of identifying and manipulating units of oral language parts such as words, syllables, and onsets and rimes. Phonemic awareness refers to the specific ability to focus on and manipulate individual sounds (phonemes) in spoken words. Phonemes are the smallest units comprising spoken language. Phonemes combine to form syllables and words. Those sounds extend beyond knowing beginning and ending sounds to understanding the variations in open and closed sounds and vowel sounds, recognizing syllabication and rhyming patterns and practicing the skills of blending and segmenting. Phonemic awareness is one of the best predictors of how well children will learn to read during the first two years of school instruction.

First Grade Focus:

In first grade, students focused on demonstrating their understanding of spoken words, syllables, and phonemes. They also began to understand the vowel, vowel combinations that produce the long sounds. Students also began blending and breaking apart words with their knowledge of individual phonemes.

Second Grade Focus:

This standard does not continue into the next grade. However, phonological awareness, and specifically phonemic awareness, is necessary for a student to obtain in order to learn to read. Students that have not yet mastered this

standard will continue to need instruction in this area.

Instructional Strategies and/or Activities to Bridge from 1ˢᵗ to 2ⁿᵈ

Below are the high leverage subsections for first grade Standard 2-Phonological Awareness. Included are correlating instructional strategies and activities.

1.FL.PA.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

　a) Distinguish long from short vowel sounds in spoken single-syllable words. [SEP]

Instructional Strategy(s)

Sound Sorts
Sound Sorts is an instructional strategy that facilitates students' attention to phonemes. As emergent and early readers focus on and think about sounds, they are developing metalinguistic awareness. Sound Sorts is primarily used for guided reading groups or intervention tutorial sessions. It may be used as a whole class activity to model the task sound sorts if students are given partners. Teachers explain that students will be identifying and sorting sounds. Teacher presents the focus of the target sound sort. For example, the teacher says [rake, mail, clay]. All make the long a sound. Teachers use picture cards to demonstrate how to sort sounds. Students are selected to come up and align the pictures that all make the long a sound. Teachers ask students to explain why the odd pictures did not fit in the category. Students are paired up and given bags with picture cards. Teacher provides students with the target sound to sort. Students note their rationale for categorizing pictures.

Lots and Lots of Listening
Mastering the short vowels is not just a matter of training students to see a letter and say that sound, but really training their ears to distinguish these different sounds. Doing lots of phonemic awareness activities such as picture sorts with words that contain the targeted vowel sounds.

Teaching short and long vowel sounds
Video for teachers regarding vowel rules https://study.com/academy/lesson/teaching-short-long-vowel-sounds.html

Activities/Practice Opportunities

- Long a, Short a https://www.education.com/worksheet/article/short-and-long-a-first/
- Vowel Sound Picture Match http://www.readwritethink.org/files/resources/interactives/picturematch/
- Additional Picture Cards http://www.kellyskindergarten.com/picturecards/picturecards.htm
- Vowel sound workout fun video https://www.youtube.com/watch?v=0Au0bE0WxBc

1.FL.PA.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

   b) Orally produce single-syllable words by blending sounds (phonemes) in spoken single-syllable words.

Instructional Strategy(s)

Pound and Sound

Pound and Sound builds students' phonemic awareness by giving them practice hearing the sounds in words using a visual aid (square) and then blending the sounds together to make a word. See video link below.

- Explain to students that you will be working with the sounds in words.
- Show students square pieces and explain you will be working with a square for every sound/phoneme in the word.
- Model how to "pound and sound."
  - Give students a single word (i.e. cake, bat, dream)
  - Say each sound in the word as you pound under the corresponding square
  - "Sound" the word, or blend it, running your fist smoothly under the three squares and saying the word
  - Invite students to take turns pounding and sounding the words that you provide
  - Variations- words with more than 3 sounds can be used as well.
  - Pound and Sound Video https://youtu.be/W1ISjc9MvSY

Activities/Practice Opportunities

- Phoneme Segmenting and Blending http://www.fcrr.org/studentactivities/PA_018b.pdf
- Oral Blending and Segmenting Video https://youtu.be/bSafwbjJbHI

1.FL.PA.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

   c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. 〔SEP〕

Instructional Strategy(s)

Picture Card Snap

Picture Card Snap provides emergent and early readers with scaffolded practice in identifying and categorizing sounds and specific, repeated practice in matching initial, medial, or final sounds to pictures. Teacher selects pictures to represent target sounds and "odd-man out" pictures to complete the pack of cards. Teacher explicitly models the target sound. For example, if the target sound is initial /b/, teachers will prompt, "I will look for pictures that begin with the /b/ sound as in *boy*," elaborating the sound for emphasis. Teacher models taking turns to draw a card from the facedown pile and place it on the face-up pile. When a newly drawn card has the same targeted beginning, medial, or final sound as the top card in the face-up pile, the first child to identify and match the sound says "SNAP!" and takes the whole pile of cards. After students have completed the card activity, the teacher facilitates a review of the sound matches by asking individuals to report their matches.

Sound Deletion

Sound Deletion is an instructional strategy in which students will practice saying words by deleting some of the sounds. For young children or those who haven't had much practice with this, start with deleting the initial sound in words. For instance, get students to say a word without the first sound. Again, you can start with your simple CVC words. For example, say 'mat' delete the 'm' and you now have 'at'.

Sound Deletion Video

- https://www.youtube.com/watch?v=DntFb7mKgN4

Croaker

Croaker is a phoneme (sound) identification activity. The children learn how to hear and identify each sound in a word. This phonemic awareness is a vital skill for later success in spelling.

1. The teacher verbally gives the students a single syllable word.
2. Students repeat the word.
3. The teacher uses a puppet that pronounces the word with a different initial, medial, or ending sound.

4. The students verbally make the sound of the phoneme (sound) that has been changed.

Croaker Video

- https://www.youtube.com/watch?v=va3aS9IKcp0

Phonemic Awareness Beads Activity

Phonemic Awareness Beads Activity builds students' phonemic awareness by giving them practice hearing the sounds in words using a visual aid and manipulate to segment and blend the sounds together to make a word as well as manipulating the initial, medial, or ending sound.

1. Teacher verbally gives student(s) a one-syllable word.
2. Student slides beads on a pipe cleaner to represent each phonemes (sounds) in the word. (segmenting)
3. Teacher asks students the sounds that represent each bead (initial sound, medial sound, ending sound).
4. Student(s) then say the word. (blend)
5. Teacher then changes the initial sound, medial sound, or ending sound identify the new word.

Phonemic Awareness Beads Activity Video

- https://www.youtube.com/watch?v=XOjp1qAUToo

Activities/Practice Opportunities

- Medial Phoneme Dominoes http://www.fcrr.org/studentactivities/PA_006b.pdf
- Phoneme Isolating http://www.fcrr.org/studentactivities/PA_009b.pdf
- Phoneme Matching http://www.fcrr.org/studentactivities/PA_003b.pdf
- Additional Picture Cards http://www.kellyskindergarten.com/picturecards/picturecards.htm

1.FL.PA.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Instructional Strategy(s)

Elkonin Boxes (Sound Boxes)

Elkonin boxes help students build phonological awareness by segmenting words into sounds or syllables.

1. Pronounce a target word slowly, stretching it out by sound.
2. Ask the child to repeat the word.
3. Draw "boxes" or squares on a piece of paper, chalkboard, or dry erase board with one box for each syllable or phoneme.
4. Have the child count the number of phonemes in the word, not necessarily the number of letters. For example, *wish* has three phonemes and will use three boxes. /w/, /i/, /sh/
5. Direct the child to slide one colored circle, unifix cube, or corresponding letter in each cell of the Elkonin box drawing as he/she repeats the word.

Elkonin/Sound Boxes Videos

- https://youtu.be/bd7EQyRv3YA
- https://youtu.be/NLIq9D-YmvU

Activities/Practice Opportunities

- Elkonin Box Templates

  https://bogglesworldesl.com/elkonin_boxes.htm

- Elkonin Box Word List and Templates

  http://www.readingrockets.org/content/pdfs/Phonics-Sound-Elkonin-Boxes.pdf

Noteworthy: Many resources contained in this document can be accessed by clicking on hyperlinks. In cases where the hyperlink does not open, copy and paste the URL in to your search engine's browser in order to access the resource.

Standard 3: Phonics and Word Recognition	
Standard	**1.FL.PWR.3** Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. a) Know the sound-spelling correspondence for common consonant digraphs. SEP b) Decode regularly spelled one-syllable words. SEP c) Know the final –*e* and common vowel team conventions for representing long vowel sounds, including r-controlled vowels. SEP d) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. SEP e) Decode two-syllable words following basic patterns by breaking the words into syllables. SEP f) Read words with inflectional endings. SEP g) Recognize and read grade-appropriate irregularly spelled words. SEP h) Read grade-level decodable text with purpose and understanding. SEP

Content Elaboration:

Systematic phonics instruction is a part of a balanced program of teaching reading. Phonics, along with other strategies, is used for word recognition. Phonics is the understanding that there is a predictable relationship between the sounds of spoken language, and the letters and spellings that represent those sounds in written language. Successful decoding occurs when a student uses his or her knowledge of letter-sound relationships to accurately read a word. Decoding is an integral part of the reading and writing experience.

The most effective phonics instruction is explicit (instruction includes clear explanations, teacher modeling, and sufficient opportunities for students to practice) and systematic (sound/spelling relationships are taught in a clearly defined, carefully selected, logical and cumulative instructional sequence).

First Grade Focus:

In first grade, students were expected to know consonant digraphs, single syllable words, know final –e and vowel team conventions for representing long vowel sounds. Students were taught syllabication rules and are able to determine how many syllables are in a single word. Students have learned to decode words with more than one syllable and can spell grade level words that are irregular in form.

Second Grade Focus:

In second grade, students are expected to know and apply grade-level phonics and word analysis; distinguish long and short vowels when reading regularly spelled one-syllable words; know spelling-sound correspondences for additional vowel teams; decode two-syllable words with long vowels; decode words with common prefixes and suffixes, identify words with inconsistent but common spelling-sound correspondences; and recognize and read grade-appropriate irregularly spelled words.

Instructional Strategies and/or Activities to Bridge from 1st to 2nd

Below are the high leverage subsections for first grade Standard 3-Phonics and Word Recognition. Included are correlating instructional strategies and activities.

1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text. [SEP]

    b) Decode regularly spelled one-syllable words. [SEP]

Instructional Strategy(s)

Note: Learning the alphabet and the sounds associated with individual letters provides students with the process for determining how to read and pronounce the combinations of letters that form words. Knowledge of phonemes (sounds) and graphemes (letters) impact a student's ability to read. Students who struggle with decoding have trouble identifying the individual sounds that make up words. Instruction on phonemes and graphemes and other linguistic structures are required for students to decode words.

Identify and Name Consonants

Students say the name of the letter and sound the letter makes. Provide the letters in different forms: letter tiles, alphabet strips, magnetic letters, printed on cards, cut out from pieces of fabric, especially felt or fuzzy materials, or

cut out from materials such as sandpaper or Styrofoam. Have the student trace the letter with her or his finger as she or he says the letter name.

Recognize Short Vowel Sounds

Short vowel sounds are the most difficult for the majority of students to masters. Use picture cues and key words to cue the correct vowel sound. Picture cues can be placed in the classroom and on the student's desks. Use hand signals for each vowel sound. In this way students are immediately cued into the correct pronunciation of the vowel sound. Provide frequent opportunities for students to practice short vowel sounds.

Strategy: students are given vowel sticks or vowel tents. Teacher says a vowel sound in isolation, in a CVC word, or in a nonsense CVC word. Students are required to hold up the correct vowel stick or vowel tent when the teacher provides the vowel sound. You can differentiate the activity by deciding which vowels to work with, how many vowels and by either providing just the vowel sound or a CVC word.

Recognize Long Vowel Sounds

A long vowel sound is a sound which is the same as, or very similar to the letter name of one of the vowels. Some long vowels sounds are from vowel digraphs, such as /ea/ in beat and /ai/ in main. Other long vowel sounds are identified in spelling patterns such as CVCe in which the silent e at the end of the word cause the vowel to make the long sound (/a/ in lake, /i/ bike, /o/ in pope)

Strategy: Have student look for words in text that have long vowel sounds and/or create vowel sound word sorts. Anchor charts and vowel "cheat sheets" can be helpful, particularly for students who struggle with vowels or have memory issues.

Orally Differentiate Between Long and Short Vowel Sounds

Teach students a long vowel sound song https://www.songsforteaching.com/jennyfixmanedutunes/longvowelsounds.htm and a short vowel song https://www.songsforteaching.com/readinglanguagearts/vowels-short.php to help them remember the difference between the long and short vowel sounds. Using creative learning experiences, like songs can help students retain the information more easily and for longer periods of time.

Phoneme-Grapheme Mapping

To master the alphabetic principle, students must identify the number of sounds (phonemes) in a word and then associate the letter or letters (graphemes) that represent each sound. Mapping the graphemes to the phonemes moves students from phoneme awareness to phonics. The acquisition of this knowledge—namely the predictable relationship between spoken sounds and the written letters that represent them—is at the heart of mastering the code to read and spell.

Strategy: Sound – Letter Maps. Provide each student with a Phoneme-Grapheme Map, tokens, and a pencil. Model the procedure as follows. a. First, identify the number of sounds in a word: Say a word (e.g., mat). Place one token per sound on the Phoneme- Grapheme Map (i.e., move one token for / m /, another for / ă /, and another for / t /).
http://www.literacyhow.com/wp-content/uploads/2016/01/Sound-Letter-Maps.pdf

Activities/Practice Opportunities

- **Word Families Sort**: Create word sorts for students to complete. For example, categories could be the word families of –am, -at, -ot and –ub. Students sort words according to the family that a word card belongs in but they must read it before placing it.
- **Chopping Block**: Introduce the hard and soft sounds for letters like c as in city and c as in cat or g as in gap and g as in giant. Prepare a list of words that have hard and soft sounds. Students make a chopping motion when they hear the hard sound and make a waving motion when they hear the soft sound.
- **PBS Kids:** Play Chicken Stackers to locate words that isolate short vowel sounds
http://pbskids.org/lions/games/stacker.html
- **PBS Kids:** Play Pounce to identify the word that is being read on the screen.
http://pbskids.org/lions/games/pounce.html
- **Bogglesworld:** Create your own game board with cards for CVC words and pictures. Students must land on the space, read the word, spell it correctly or go back to the beginning.
http://bogglesworldesl.com/CVCwordsgame.htm
- **Bogglesworld Bingo**: Play Bingo with CVC words. Site generates new cards.
http://bogglesworldesl.com/cvc_wordsbingo.htm

1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

    d) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a

printed word. ⌊SEP⌋

Instructional Strategy(s)

Syllable Count

- Determine the number of syllables in a printed word (e.g., underline vowels, final –e or vowel team patterns, circle syllables, and count the number of circles).

Closed Syllables

- Demonstrate an understanding that a closed syllable has a single vowel with a consonant after it, making the vowel sound short (e.g., map, sit, napkin). Have students list similar words.

Open Syllables

- Demonstrate an understanding that an open syllable contains a vowel at the end of the syllable and the vowel is usually long (e.g., we, go, she, pilot). Have students list similar words.

Vowel-Consonant-e

- Demonstrate an understanding that the final -e in a vowel-consonant-e (VCe) syllable makes the vowel long or "say its own name" (e.g., made, time, cute). Have students list similar words.

Activities/Practice Opportunities

- **Syllable Manipulation** Divide words from reading selections into syllables, write each syllable on a note card and display the syllables in jumbled order. Have students arrange the syllables to form the words.
- **Syllable Split Reading Game** Students will help Syllable Sammy decode two syllable words and help him build a new log cabin. https://www.fun4thebrain.com/English/syllableSplit.html
- **Yes, We're Open!:** Provide students with signs saying Yes, We're Open! On the back of the sign, mark it Closed. Read a list of words that have open or closed syllables. Students show the sign that correlates with the syllable. Visit this link to get word lists: http://www.allaboutlearningpress.com/how-to-teach-closed-and-open-syllables
- Use a strategy to determine the number of syllables in a printed word (e.g., Underline vowels, final –e or vowel team patterns, circle syllables, and count the number of circles: dish (1), he (1), hotdog (2), potato (3), make (1), sail (1).).

1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

   e) Decode two-syllable words following basic patterns by breaking the words into ⌊SEP⌋syllables.

Instructional Strategy(s)

Tap out Syllables with Sticks

Instead of clapping, hand your child a set of sticks (e.g., craft sticks, drum sticks, or pencils). Your child should hold one stick in each hand and tap them together for each syllable in a word.

Stomp Syllables

Have a child that likes to get up and move? Have them stomp the ground for each syllable they say in a word.

Mark Syllables on Paper

Place a piece of paper on the table, and hand your child a marker. Have your child say a word, and encourage your child to press the marker to the paper each time they hear a syllable. At the end, your child can count how many marks they made on the paper. *(Worksheets to support this strategy are included in my [Syllable Counting Activity Pack](.).)*

Count Jaw Drops

Each syllable has one vowel sound, and the mouth must open to say the vowel sound. As such, your child can count the number of syllables in a spoken word by placing their hand under their chin and feeling the number of times the jaw drops open.

Teaching Syllable Division

https://www.theliteracynest.com/2017/12/helpful-strategies-for-teaching-syllable-division.html

- Distinguish between syllable types (e.g., Sort single-syllable words into either closed (e.g., men), open (e.g., me), or VCe (e.g., hide) categories.).
- Demonstrate an initial understanding that a vowel team syllable contains two adjacent vowels (e.g., rain, green, coat.). Have students list similar words.
- Demonstrate an initial understanding that the consonant---le syllable contains a consonant followed by the letters le (e.g., apple, table). Have students list similar words.
- Demonstrate an initial understanding that an r---controlled syllable contains a letter combination made up of a vowel followed by the letter r (e.g., for, star, first). Have students list similar words.

Activities/Practice Opportunities

- Circle the Syllables: Circle then read each circled syllable (part or chunk) of a word separately (e.g., pic-nic).
- Syllable Chunks: Read the circled syllables (parts or chunks) of a word together (e.g., picnic).
- Games to support syllable patterns can be found here: http://www.sightwords.com/phonemic-

awareness/syllables/

1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

     g) Recognize and read grade-appropriate irregularly spelled words.

Instructional Strategy(s)

Irregular Spelled Words

Teach students to recognize that some words can't be decoded using one to one correspondence.
https://www.clarendonlearning.org/lesson-plans/irregularly-spelled-words/

Learning Irregular High-Frequency Words
Irregular high frequency words should be taught as **spell-out words**—teaching them in the order of their frequency. Spell-out words should be taught using word-specific memory—say the word, spell the word, say the word again. https://www.sightwordsgame.com/spelling/sght-words-phonically-irregular/

Activities/Practice Opportunities

- **Irregularly spelled words** https://bit.ly/2QpfMEk
- **Flash Cards:** Read grade appropriate, irregularly spelled words presented on word cards in random order (e.g., could, once, walk). Click here to find commonly used irregularly spelled words for K-3:
  http://www.sightwordsgame.com/spelling/sght-words-phonically-irregular/
- **Read Irregularly Spelled Words:** Use the following game from the Florida Center on Reading Research:
  http://www.fcrr.org/assessment/ET/routines/pdf/instRoutines_3FRI.pdf
- **Interactive Games:** Visit this site to play a variety of sight word games appropriate for K-3:
  http://www.primarygames.com/langarts/sightwords/

1.FL.PWR.3 Know and apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.

     h) Read grade-level decodable text with purpose and understanding.

Instructional Strategy(s)

Decodable Reader Protocol

The Decodable Reader Protocol is designed to give students repeated practice with new sound and spelling patterns in the context of meaningful and phonetically controlled text. This repetition is important for all early readers.
https://achievethecore.org/aligned/wp-content/uploads/2018/01/Decodable-Reader-Protocol.pdf

Activities/Practice Opportunities

- Lead echo/choral reading of decodable text.
  Note: Which students are struggling? Which words present hesitations? Monitor for decoding challenges.

Noteworthy: Many resources contained in this document can be accessed by clicking on hyperlinks. In cases where the hyperlink does not open, copy and paste the URL in to your search engine's browser in order to access the resource.

Standard 4: Word Composition

Standard	**1.FL.WC.4** Know and apply grade-level phonics and word analysis skills when encoding words; write legibly. a) Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant diagraphs, double letters, and initial and final consonant blends. b) Use conventional spelling for one-syllable words with common vowel spelling patterns including VCVe, common vowel teams, final *-y*, and *r*-controlled vowels. c) Spell words with inflectional endings.[SEP] d) Spell two-syllable words that end in *-y* or *-ly*, are compounds, or have two closed syllables.[SEP] e) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.[SEP] f) Write many common, frequently used words and some irregular words. g) Print all upper and lowercase letters.

Content Elaboration:

In writing, as with reading, accuracy and fluency with component skills enables young writers to focus on higher-level aspects of composition, such as topic focus and maintenance, word choice, and attentiveness to the reader. As children gain fluency and automaticity with spelling and sentence writing, their compositions tend to become longer and better constructed. When skills are automatic, more cognitive resources are available for consideration of audience, purpose, and the form in which ideas are expressed

First Grade Focus:

In first grade, students applied grade level phonics and word analysis skills when writing one-syllable words with common consonant and vowel spelling patterns, words with inflectional endings, two syllable words and common high frequency words and sight words. Additionally, they were expected to print all upper and lowercase letters.

Second Grade Focus:

In second grade, students apply grade level phonics and word analysis skills when writing complex consonant blends, vowel teams, vowel r combinations, prefixes, and suffixes. They are expected to use conventional spelling for one- ,two- and three- syllable words. Additionally, they are expected to print legibly in manuscript as well as many cursive letters.

Instructional Strategies and/or Activities to Bridge from 1st to 2nd

Below are the high leverage subsections for first grade Standard 4-Word Composition. Included are correlating instructional strategies and activities..

1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

a. Use conventional spelling for one-syllable words with common consonant spelling patterns, including consonant diagraphs, double letters, and initial and final consonant blends.

Instructional Strategy(s)

Morning Message Revisited

Teachers write a daily message to students highlighting important learning experiences of the day and/or special events. The daily message is then used to reinforce academic skills, including grade level phonics. During small group the teacher can revisit the morning message and focus on one skill daily (such as the subsections noted under (1. FL.WC.4) and have students circle, highlight, and fill in the blank to help students practice the skill. For example, students can write on student response boards all the diagraphs in the message or all the high frequency words.

Whiteboard Wipeout-Spelling Response: This activity allows students to write and show their response immediately on individual whiteboards for the teacher to see. It allows the teacher to quickly see the level of student understanding and keeps students engaged.

Activities/Practice Opportunities

- **Diagraph Delight** http://www.fcrr.org/studentactivities/p_038a.pdf
- **A Diagraph a Word** http://www.fcrr.org/studentactivities/P_040a.pdf
- **Double Consonants** https://blog.maketaketeach.com/wp-content/uploads/2014/09/Floss-bor.jpg
- **Initial and Final Consonant Blends Activities** https://bit.ly/2W9pvki

1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

      d. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Instructional Strategy(s)

Interactive Writing

Interactive Writing is a cooperative event in which the teacher and the students jointly compose and write text. It involves sharing the pen between the teacher and students. The teacher should intentionally support students in spelling untaught words phonetically by encouraging them to draw on their phonemic awareness and spelling conventions. Some students who may only know certain letters can be asked to contribute them to the joint writing at strategic times so that they are able to be included.

Interactive Writing video https://vimeo.com/168991757

Whiteboard Wipeout-Spelling Response: This activity allows students to write and show their response immediately for the teacher to see. It allows the teacher to quickly see the level of student understanding and keeps students engaged.

Activities/Practice Opportunities

- **Encoding and Decoding** http://www.fcrr.org/studentactivities/p_037a.pdf
- **Say it and write it letters** http://www.fcrr.org/studentactivities/p_052a.pdf
- **Word Ladders** https://www.k12reader.com/worksheet/beginning-word-ladders/view/
- **Missing Letters** https://www.k5learning.com/spelling-worksheets/first-grade-1/missing-letter

1.FL.WC.4 Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

e. Write many common, frequently used words and some irregular words.

Instructional Strategy(s)

Interactive Word Wall

A word wall is a collection of words, which are displayed in large visible letters on a wall, bulletin board, or other display surface in a classroom that can be easily seen/accessed by students. The word wall is designed to be an interactive tool for students and contains an array of words that can be used during writing and reading. The teacher should model how to use the word wall to spell words correctly in writing.

Video

Interactive Word Wall Spelling High Frequency Words https://www.youtube.com/watch?v=hoconCtm2tE

High Frequency Word Dictionary

Encourage the student to create a personal high frequency word dictionary and add new high-frequency words as they learn them.

Frequency List

Words are listed in the order of their frequency of use in everyday writing.
http://www.dolchword.net/printables/All220DolchWordsByGradeFreq.pdf

Activities/Practice Opportunities

- **High Frequency Words** http://www.fcrr.org/studentactivities/P_041a.pdf
- **Onset and Rime Slide (from fcrr.org)** http://www.readingrockets.org/content/pdfs/P_026a.pdf
- **Rime House (from fcrr.org)** http://www.readingrockets.org/content/pdfs/PA_022a.pdf
- **Irregular Spelled Words**
  https://www.biglearners.com/?blKey=showWSPDFOnPage&wsCatCode=c6a5ded0ab767d4f986476db4b67ebd1
- **Spelling Word Race**: Give each team (about 4 students) a mini whiteboard, marker, and eraser. Say one of the

target words, and students spell it on the board. But...
- o Each student can only write one letter
- o They must then pass the board to their left
- o The next student writes the next letter
- o Students can collaborate over the spelling
- o When the team has completed the word they hold the board up. The first team to finish gets a point.

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Standard 5: Fluency

Standard	**1.FL.F.5** Read with sufficient accuracy and fluency to support comprehension. a) Read grade-level text with purpose and understanding. 🖉 b) Read grade-level text orally with accuracy, appropriate rate, and expression on 🖉successive readings. 🖉 c) Use context to confirm or self-correct word recognition and understanding of words; 🖉reread as necessary. 🖉

Content Elaboration:

The focus of Fluency is developing automaticity in word recognition so the reader can process language for purpose and understanding. Fluency is the ability to read naturally, accurately, and with proper expression. Fluency is not reading fast, but reading with an appropriate rate. Fluent readers are able to activate and use their background knowledge, recognize phrase units, and demonstrate knowledge of punctuation. Additionally, fluent readers are able to make sure that a text makes sense and effectively predict words based on text structure and meaningful chunks of text. Fluency provides a bridge between word recognition and comprehension.

First Grade Focus:

In first grade, students were expected to read grade-level text with purpose and understanding, read grade-level text orally with accuracy, appropriate rate, and expression on successive readings, and use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Second Grade Focus:

In the second grade level, students are expected to continue to utilize these skills with increasingly complex text.

Instructional Strategies and/or Activities to Bridge from 1st to 2nd

Below are the high leverage subsections for first grade Standard 5-Fluency. Included are correlating instructional strategies and activities.

1.FL.F.5 Read with sufficient accuracy and fluency to support comprehension.

     c) Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

Instructional Strategy(s)

Context Clues
- Context Clues are hints in a text used to help define a difficult or unusual word, context clues may appear in the same sentence as the word to which it refers or may follow in the next sentence. Demonstrate a methodical approach to seeking context clues within a passage
- Model a self-questioning strategy, using the list of types of context clues, with questions such as these: What are the surrounding words? Where do these offer me clues? What does this mean in terms of the context?
- Context Clues Song (Context Clues by Melissa) https://www.youtube.com/watch?v=xMw0KcEZljE

Picture Clues

- **Use picture clues to determine the meanings of words.** This is a good strategy to confirm whether a word makes sense. For instance, if the child reads *belt* rather than *bell*, ask him/her to look at the picture and think about whether *belt* makes sense in the context of the sentence.

Semantic or Meaning Clues
- For example, if reading a story about cats, teachers should support students' develop of the expectation that it will contain words associated with cats (i.e. *tail, purr,* and *whiskers*).

Rereading
- Model how rereading can improve understanding.

Word Attack Strategies: Sound out the Word
- Start with the first letter, and say each letter-sound out loud.   Blend the sounds together and try to say the word. Does the word make sense in the sentence?

Word Attack Strategies: Look for Chunks in the Word
- Look for familiar letter chunks. They may be sound/symbols, prefixes, suffixes, endings, whole words, or base

words. Read each chunk by itself. Then blend the chunks together and sound out the word. Does that word make sense in the sentence?

Echo Reading

- A type of instruction in which students **read** text after a teacher reads the same text aloud in order to help students develop fluency, expression, and decoding skills. The teacher models fluent, expressive **reading** while **reading** aloud small chunks (e.g. a sentence, a paragraph) to students.

Activities/Practice Opportunities

Partner reading.

- https://drive.google.com/file/d/0B34ktjqQgrwbUzREeHl1cW5GMEU/view

Use context to aid in word recognition (e.g., read—present tense; read—past tense).
- https://www.k12reader.com/worksheet/pick-the-meaning/view/
- https://www.k12reader.com/worksheet/word-meaning-game-2/view/

Use context to aid in word understanding (e.g., definition). https://www.ixl.com/ela/grade-1/use-context-to-identify-the-meaning-of-a-word

Sentence play using various vocabulary types (i.e. *homonyms, homophones and homographs/heteronyms* *https://www.spellingcity.com/homophones-and-homonyms.html*)

- In partnerships, provide students with word cards, students pronounce each word and discuss the meaning of each; students write sentences using each word or have students create one sentence using both words.
- Vocabulary List- https://www.spellingcity.com/heteronyms.html

Noteworthy: Many resources contained in this document can be accessed by clicking on hyperlinks. In cases where the hyperlink does not open, copy and paste the URL in to your search engine's browser in order to access the resource.

Standard 6: Sentence Composition

Standard	1.FL.SC.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.
	a) Use common, proper, and possessive nouns.
	b) Use singular and plural nouns with correct verbs in basic sentences.
	c) Use personal, possessive, and indefinite pronouns.
	d) Use verbs to convey a sense of past, present, and future.
	e) Use frequently occurring adjectives.
	f) Use frequently occurring conjunctions.
	g) Use articles and demonstratives.
	h) Use frequently occurring prepositions such as *during*, *beyond*, and *toward*.
	i) Produce and expand simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
	j) Capitalize names of people and dates.
	k) End sentences with correct punctuation.
	l) Use commas in dates and to separate single words in a series.

Content Elaboration:

Writers and speakers use the rules and conventions of standard English, parts of speech, sentence structure, mechanics, and spelling to communicate effectively with readers. These conventions are learned and applied with the contexts of reading, writing, speaking, and listening. Teacher modeling of the conventions of grammar and punctuation is critical. Using think alouds as they compose, teachers provide students with the inner dialogue that occurs during the composition process.

According to Fountas and Pinnell, while you may occasionally teach a minilesson on some kind of usage that almost all students need to learn, isolated grammar lessons are probably the least effective way to expand your students'

speech and writing. Students need to talk and write about *something*; hearing models of English read, reading closely, and talking and writing about reading are more meaningful and effective. Using models is also more likely to assure that students transfer the new learning about usage into their own talk and writing. Students then can understand the importance and purpose of using these skills within their own work. Writers use punctuation to shape the way readers read their text. Knowing and observing the conventions of writing make it possible to communicate ideas clearly. Using conventions correctly makes writing more readable, sentences clear, and tone more precise.

First Grade Focus:

In first grade, were expected to demonstrate command of the conventions of standard English grammar and usage when writing or speaking. They were expected to demonstrate grade appropriate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Second Grade Focus:

In second grade, students begin to use more complex grammatical constructions which including irregular verbs and creation of more complex sentences. Students become more proficient with using punctuation to impact their written messages. They are expected to use commas correctly in sentences and develop an understanding of when and how to use apostrophes to form contractions and show possessives.

Instructional Strategies and/or Activities to Bridge from 1ˢᵗ to 2ⁿᵈ

Below are the high leverage subsections for first-grade Standard 5-Fluency. Included are correlating instructional strategies and activities.

1.FL.SC.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.

    a) Use common, proper, and possessive nouns. ⸤L SEP⸣

Instructional Strategy(s)

Word Sort

Sort words based on categories. For example: common and proper nouns; past, present, future tense verbs; etc.
3-column chart for word sort:

https://cdn2.hubspot.net/hubfs/2442542/Content_Downloads/Graphic_Organizers/TC_Graphic_Organizer_2017_3_Column_Chart.pdf

2-column T-chart for word sort: http://www.usd116.org/profdev/ahtc/lessons/BSethiFel09ISA/tchart.pdf

Anchor Charts

Model how to compose possessive nouns. Post sample anchor charts for students to reference during independent practice: http://www.thecurriculumcorner.com/thecurriculumcorner123/wp-content/pdf/language/possessives/possessiveanchor.pdf

Activities/Practice Opportunities

- **Common, Proper, and Possessive Nouns Activities** https://bit.ly/2JBJSmU

1.FL.SC.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.

    b) Use singular and plural nouns with correct verbs in basic sentences.

Instructional Strategy(s)

Fill in the Blank Sentence Strips

Create sentences with the verbs missing. Have students to write the sentence including the correct verb on individual white boards.

Activities/Practice Opportunities

Subject Verb Agreement

- https://www.k5learning.com/worksheets/grammar-worksheet-grade-1-verbs-sentences-1.pdf
- https://www.k5learning.com/worksheets/grammar-worksheet-grade-1-verbs-sentences-2.pdf
- https://www.k5learning.com/worksheets/grammar/grammar-worksheet-grade-1-verbs-sentences-3.pdf

1.FL.SC.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.

c) Use personal, possessive, and indefinite pronouns.

Instructional Strategy(s)

Interactive Word Wall

A word wall is a collection of words, which are displayed in large visible letters on a wall, bulletin board, or other display surface in a classroom that can be easily seen/accessed by students. The word wall is designed to be an interactive tool for students and contains an array of words that can be used during writing and reading. The teacher should model how to use the word wall to spell words correctly in writing.

Activities/Practice Opportunities

- **Personal, Possessive and Indefinite Pronouns Activities** https://bit.ly/2W5y2YC

1.FL.SC.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.

d) Use verbs to convey a sense of past, present, and future.

Instructional Strategy(s)

Interactive Writing

Interactive writing is a cooperative event in which teacher and children jointly compose and write text. It involves sharing the pen between the teacher and students. Have students to say and write the correct tense of the verb within select sentences.

Interactive Writing Video https://vimeo.com/168991757

Word Sort

Sort words based on categories. For example: singular/plural nouns; past, present, future tense verbs; etc.

3-column chart for word sort:
https://cdn2.hubspot.net/hubfs/2442542/Content_Downloads/Graphic_Organizers/TC_Graphic_Organizer_2017_3_Column_Chart.pdf

2-column T-chart for word sort: http://www.usd116.org/profdev/ahtc/lessons/BSethiFel09ISA/tchart.pdf

Activities/Practice Opportunities

- **Past, Present, and Future Tense Verbs Activities** https://bit.ly/2LH5jFQ

1.FL.SC.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.

    h) Use frequently occurring prepositions such as *during*, *beyond*, and *toward*.

Instructional Strategy(s)

Write the Room

During this activity, students independently walk through the room with the chosen writing form and clipboard, search the room's print for the specific days' target, and write the letters or words found on their writing form. The teacher has the flexibility to change the write the room target to focus on various needs such as, nouns, verbs, plurals, *prepositions,* etc.

Prepositions video

https://www.opened.com/video/the-prepositions-song/4808841

Activities/Practice Opportunities

Frequently Occurring Prepositions Activities

https://drive.google.com/open?id=1J3qFWJZiyUHNOODuSG4u88KonOTEzHYW

1.FL.SC.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.

    j) Capitalize names of people and dates.

Instructional Strategy(s)

Shared Writing

When engaging in shared writing, think aloud your punctuation and capitalization process, and when students

contribute ideas make checking and discussing punctuation and capitalization a natural thread of the conversation.

Morning Message Revisited

Teachers write a daily message to students highlighting important learning experiences of the day and/or special events. The daily message is then used to reinforce academic skills, sentence composition. During small group the teacher can revisit the morning message and focus on one skill daily (such as the subsections noted under (1. FL.SC.6) by having students circle, highlight, and fill in the blanks to help students practice the skills. For example, students can capitalize the names of people and dates in the context of the message.

Activities/Practice Opportunities

Capitalization of names and dates

- https://www.k5learning.com/worksheets/grammar/grade-1-capitals-proper-names-c.pdf
- https://www.k5learning.com/worksheets/grammar/grade-1-capitals-proper-names-b.pdf
- https://www.k5learning.com/worksheets/grammar/grade-1-capitals-proper-names-a.pdf
- https://www.havefunteaching.com/resource/english/capital-letters-months-sentences-worksheet/
- https://www.havefunteaching.com/resource/english/capital-letters-days-sentences-worksheet/

1.FL.SC.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.

　　l) Use commas in dates and to separate single words in a series.

Instructional Strategy(s)

Video

Commas in a Series Video https://www.youtube.com/watch?v=cQOX3UdeAZI

Sentence Strip

Write sentences on sentence strips and have children underline the words in a series (each one in a different color), then go back and add commas. The commas can be drawn in or you can use objects that they glue on there to make them stand out (elbow macaroni is a good one).

Activities/Practice Opportunities

Commas in a Series

- http://www.theteachersguide.com/firstgradewondersunitthreeweekone/commasinseriesfirstgrade.pdf
- http://www.theteachersguide.com/firstgradewondersunitthreeweekone/commasinseriesfirstgrade2.pdf
- http://www.theteachersguide.com/firstgradewondersunitthreeweekone/commasinseriesfirstgrade3.pdf
- https://www.greatschools.org/library/cms/04/23304.pdf

Noteworthy: Many resources contained in this document can be accessed by clicking on hyperlinks. In cases where the hyperlink does not open, copy and paste the URL in to your search engine's browser in order to access the resource.

Standard 7: Vocabulary Acquisition

Standard	**1.FL.VA.7a** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
	i. Use sentence-level context as a clue to the meaning of a word or phrase.
	ii. Use frequently occurring affixes as a clue to the meaning of a word.
	iii. Identify frequently occurring root words and their inflectional forms.
	1.FL.VA.7b With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
	i. Sort words into categories to gain a sense of the concepts the categories represent.
	ii. Define words by category and by one or more key attributes.
	iii. Identify real-life connections between words and their use.
	iv. Distinguish shades of meaning among words by defining or choosing them or by acting out the meanings.
	1.FL.VA.7c Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

Content Elaboration:

According to Fountas and Pinnell, for comprehension and coherence, students need to know the meaning of words in the text they read and write. It is important for students to constantly expand their listening, speaking, reading, and writing vocabularies and to develop more complex understandings of words they already know, for example words may have multiple meanings. Students in first grade are developing strategies for determining the meaning of words in texts.

Expanding vocabulary means developing categories of words: labels, concept words, synonyms, antonyms, homonyms, and all parts of speech. Knowing more synonyms and antonyms will help students build more powerful systems for connecting and categorizing words.

Vocabulary knowledge helps students access background knowledge, express ideas, communicate effectively, and learn about new concepts. According to Diamond and Gutlohn, the scientific research on vocabulary instruction reveals that most vocabulary is acquired incidentally through indirect exposure to words. Students can acquire vocabulary incidentally by engaging in rich oral-language experiences at home and at school, listening to books read aloud to them, and reading widely on their own. Reading volume is very important in terms of long-term vocabulary development. Kamil and Hiebert (2005) reason that extensive reading gives students repeated or multiple exposures to words and is also one of the means by which students see vocabulary in rich contexts. Cunningham (2005) recommends providing structured read-aloud and discussion sessions and extending independent reading experiences outside school hours to encourage vocabulary growth in students. Most important- reading comprehension is highly dependent on understanding the meaning of words.

First Grade Focus:

In first grade, students were expected to determine or clarify meaning of unknown and multiple-meaning words and phrases. With guidance and support from adults, the students were expected understand word relationships Student conversations with peers and adults, books they read or had read to them helped to increase their vocabulary.

Second Grade Focus:

In second grade, students are expected to use multiple strategies to determine the meaning of a word. They are expected to understand and use content specific words in conversations and in their writing. They are able to use synonyms when necessary to explain word meaning or to clarify a concept.

Instructional Strategies and/or Activities to Bridge from 1st to 2nd

Below are the high leverage subsections for first grade Standard 5-Fluency. Included are correlating instructional strategies and activities.

1.FL.VA.7a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.⌊SEP⌋

    i. Use sentence-level context as a clue to the meaning of a word or phrase.⌞SEP⌟

    ii. Use frequently occurring affixes as a clue to the meaning of a word.

    iii. Identify frequently occurring root words and their inflectional forms.

Instructional Strategy(s)

Concept Word Sorts

Concept word sorts are a useful strategy when starting a new topic of study that includes content specific vocabulary. Students sort pictures or words often based on content specific vocabulary. Students sort the words or objects into meaningful groups. The groups (or categories) can be pre-defined by the teacher (often called a closed sort) or by the students (often called an open sort).

Word sort template https://twowritingteachers.files.wordpress.com/2017/04/wordsort.pdf

Vocabulary Four Square

Vocabulary Four Square is a strategy used to introduce vocabulary to students that teaches them the definition and use of a word and encourages them to create an image Select 5-6 words from the student's language arts or content area curriculum. These are the words you will use for the week. The words should be high-utility words that will be useful to the student in the future and that the student may often encounter in personal reading. Introduce 1 or 2 words a day to the student, but introduce them one at a time. Assist students in filling out the Four Squares, kid friendly definition, synonym, picture, and use in a sentence. At least once a week, have the student engage in activities to practice and review the words learned during the week.

Vocabulary Four Square Organizer

http://bcusdacademicvocab.weebly.com/uploads/1/6/1/7/16175806/vocabulary_four_square.pdf

Shared Reading

The teacher and students orally read a common enlarged text, a big book, poem, or other text. The teacher leads the group, pointing to words or phrases. Shared reading has an important role in extending students' ability to process and understand vocabulary within text. It can also support readers with word analysis, vocabulary, fluency, and comprehension. Discuss the text and focus on specific multiple meaning words.

Activities/Practice Opportunities

Go Fish for Homophones http://www.fcrr.org/studentactivities/v_005a.pdf

Homograph Hook http://www.fcrr.org/studentactivities/v_005c.pdf

Words in Context http://www.fcrr.org/studentactivities/v_025a.pdf

Contraction Connection http://www.fcrr.org/studentactivities/v_002a.pdf

Morphological Awareness https://drive.google.com/file/d/1tsUZBw-a4jcVWfYoaBTPyn1rKYpWtc1K/view?usp=sharing

Multiple Meaning Bugs http://www.fcrr.org/studentactivities/v_012a.pdf

Prefix O http://www.fcrr.org/studentactivities/v_011a.pdf

Affix Match https://www.fcrr.org/studentactivities/v_010b.pdf

Build a Word https://www.fcrr.org/studentactivities/v_012b.pdf

Noteworthy: *Many resources contained in this document can be accessed by clicking on hyperlinks. In cases where the hyperlink does not open, copy and paste the URL in to your search engine's browser in order to access the resource.*