

Second Grade Word Study Scope and Sequence

Teacher Notes:

- After teaching a skill, assess student proficiency in order to plan for small group instruction and interventions. The *Small Groups to Support Phonics* book in the UOS in Phonics kit will serve as a helpful resource.
- High frequency words are included in multiple spelling tests throughout the year to build automaticity.

Word Wall Notes: Second Grade Word Wall Words by Letter

- The purpose of the Second Grade word wall is to help students learn high frequency words and generate rimes. When a new word is introduced in Units of Study in Phonics, a word with the same rime or word pattern has already been added to the word wall.
- During weeks 2-8, word wall words will be review from First Grade.
- Teachers can choose up to 10 additional words to add to the word wall to meet the needs of students.
- Additional word wall practice can be done using a variety of interactive word wall activities.

Week	Phonics UOS Sessions and Word Wall Words
1 2-day week	Teachers will have names of students written on manila paper--cut in a rectangle, not in configuration. Names will be introduced to students and added to the word wall below the alphabet. Teachers may choose to include pictures of students with names.
2	M: Introduce Word Wall Words: said, they, of, with, out, then; Cheers and Chants T-W: Generate new words using rime patterns of word wall words on color paper (<i>out, then</i>). Th-F: Practice word wall words using interactive word wall activities
3	M: Introduce Word Wall Words: if, because, your, to, saw, jump; Cheers and Chants T-W: Generate new words using rime patterns of word wall words on color paper (<i>saw, jump</i>). Th: Practice word wall words using interactive word wall activities F: Spelling List 1
4	M: Introduce Word Wall Words: about, down, was, much, little, here; Cheers and Chants T-W: UOS in Phonics: Unit 1: Growing Into Second Grade Phonics (Sessions 1-2) Th: Spelling List 2
5	T: Introduce Word Wall Words: what, kind, only, could, very, our, next; Cheers and Chants W-Th: UOS in Phonics: Unit 1: Growing Into Second Grade Phonics (Sessions 3-4) F: Spelling List 3
6	M: Introduce Word Wall Words: want, each, girl, just, know, other, last; Cheers and Chants T-Th: UOS in Phonics: Unit 1: Growing Into Second Grade Phonics (Sessions 5-7) F: Spelling List 4

7	<p>M: Introduce Word Wall Words: went, first, friend, might, where, rock, crash; Cheers and Chants T-Th: UOS in Phonics: Unit 1: Growing Into Second Grade Phonics (Sessions 8-10) F: Spelling List 5</p>
8	<p>M: Introduce Word Wall Words: not, their, ring, think, share, who; Cheers and Chants T-Th: UOS in Phonics: Unit 1: Growing Into Second Grade Phonics (Sessions 11-13) F: Spelling List 6</p>
9	<p>M: Introduce Word Wall Words: near, under, always, gold, *trouble—on manilla paper; cut in rectangle, not in configuration; place <i>below</i> Tt on word wall T-W: UOS in Phonics: Unit 1: Growing Into Second Grade Phonics (Sessions 14-15) Th: Spelling List 7</p>
10	<p>T: Introduce Word Wall Words: knee, too, pool, *answer—on manilla paper; cut in rectangle, not in configuration; place <i>below</i> letter Aa on word wall W-Th: UOS in Phonics: Unit 1: Growing Into Second Grade Phonics (Sessions 16-17) F: Spelling List 8</p>
11	<p>M: Introduce Word Wall Words: plate, happen, how, *follow—on manilla paper; cut in rectangle, not in configuration; place <i>below</i> Ff on word wall T-Th: UOS in Phonics: Unit 1: Growing Into Second Grade Phonics (Sessions 18-19) F: Spelling List 1</p>
12	<p>M: Introduce Word Wall Words: drip, clam, any, *different—on manilla paper; cut in rectangle, not in configuration; place <i>below</i> letter Dd on word wall T-Th: UOS in Phonics: Unit 2: Big Words Take Big Resolve: Tackling Multisyllabic Words (Sessions 1-2) F: Spelling List 2</p>
13	<p>M: Introduce Word Wall Words: quit, chill, better, *terrible—on manilla paper; cut in rectangle, not in configuration; place <i>below</i> letter Tt on word wall T-Th: UOS in Phonics: Unit 2: Big Words Take Big Resolve: Tackling Multisyllabic Words (Sessions 3-5) F: Spelling List 3</p>
14	<p>M: Introduce Word Wall Words: people, some, flew, stray T-Th: UOS in Phonics: Unit 2: Big Words Take Big Resolve: Tackling Multisyllabic Words (Sessions 6-8) F: Spelling List 4</p>
15	<p>M: Introduce Word Wall Words: snack, once, enough, through T-Th: UOS in Phonics: Unit 2: Big Words Take Big Resolve: Tackling Multisyllabic Words (Sessions 9-11) F: Spelling List 5</p>
16	<p>M: Introduce Word Wall Words: special, brag, joke, *understand—on manilla paper; cut in rectangle; place <i>below</i> letter Uu on word wall T-Th: UOS in Phonics: Unit 2: Big Words Take Big Resolve: Tackling Multisyllabic Words (Sessions 12-14) F: Spelling List 6</p>
17	<p>M: Introduce Word Wall Words: does, glide, sure, *beautiful—on manilla paper; cut in rectangle; place <i>below</i> letter Bb on word wall T-Th: UOS in Phonics: Unit 2: Big Words Take Big Resolve: Tackling Multisyllabic Words (Sessions 15-16) F: Spelling List 7</p>

18	<p>M: Introduce Word Wall Words: maybe, *probably--place <i>below</i> letter Pp, *question--place <i>below</i> Qq, *suddenly--place <i>below</i> letter Ss on word wall</p> <p>T-Th: UOS in Phonics: Unit 2: Big Words Take Big Resolve: Tackling Multisyllabic Words (Sessions 17-18)</p> <p>F: Spelling List 8</p>
19 <i>January 4</i>	<p>T: Introduce Word Wall Words: really, phone, cell, *several--on manilla paper; cut in rectangle; place <i>below</i> letter Ss on word wall</p> <p>W-F: UOS in Phonics: Unit 3: Word Builders: Construction, Demolition, and Vowel Power (Sessions 1-2)</p>
20	<p>M: Introduce Word Wall Words: together, prime, why, *favorite--on manilla paper; cut in rectangle; place <i>below</i> letter Ff on word wall</p> <p>T-Th: UOS in Phonics: Unit 3: Word Builders: Construction, Demolition, and Vowel Power (Sessions 3-5)</p> <p>F: Spelling List 1</p>
21	<p>T: Introduce Word Wall Words: great, begin, around, before</p> <p>W-Th: UOS in Phonics: Unit 3: Word Builders: Construction, Demolition, and Vowel Power (Sessions 6-7)</p> <p>F: Spelling List 2</p>
22	<p>M: Introduce Word Wall Words: every, quick, blank, either</p> <p>T-Th: UOS in Phonics: Unit 3: Word Builders: Construction, Demolition, and Vowel Power (Sessions 8-10)</p> <p>F: Spelling List 3</p>
23	<p>M: Introduce Word Wall Words: while, large, excite, *cousin--on manilla paper; cut in rectangle; place <i>below</i> letter Cc on word wall</p> <p>T-Th: UOS in Phonics: Unit 3: Word Builders: Construction, Demolition, and Vowel Power (Sessions 11-13)</p> <p>F: Spelling List 4</p>
24	<p>M: Introduce Word Wall Words: again, ready, usually, nobody</p> <p>T-Th: UOS in Phonics: Unit 3: Word Builders: Construction, Demolition, and Vowel Power (Sessions 14-16)</p> <p>F: Spelling List 5</p>
25	<p>M: Introduce Word Wall Words: give, scream, join</p> <p>T-W: UOS in Phonics: Unit 3: Word Builders: Construction, Demolition, and Vowel Power (Sessions 17-18)</p> <p>Th: Spelling List 6</p>
26	<p>T: Introduce Word Wall Words: zipper, *important--on manilla paper; cut in rectangle; place <i>below</i> letter Ii on word wall</p> <p>W-Th: UOS in Phonics: Unit 3: Word Builders: Construction, Demolition, and Vowel Power (Sessions 19-20)</p> <p>F: Spelling List 7</p>
27	<p>M: Word Wall Words: Continue to embed weekly word wall activities and model the use of the word wall when writing.</p> <p>T-Th: UOS in Phonics: Unit 4: Word Collectors (Sessions 1-2)</p> <p>F: Spelling List 8</p>
28	<p>M: Word Wall Words: Continue to embed weekly word wall activities and model the use of the word wall when writing.</p> <p>T-Th: UOS in Phonics: Unit 4: Word Collectors (Sessions 3-5)</p> <p>F: No spelling test this week.</p>

29	<p>M: Word Wall Words: Continue to embed weekly word wall activities and model the use of the word wall when writing.</p> <p>T-Th: UOS in Phonics: Unit 4: Word Collectors (Sessions 6-8)</p> <p>F: Spelling List 1</p>
30	<p>M: Word Wall Words: Continue to embed weekly word wall activities and model the use of the word wall when writing.</p> <p>T-Th: UOS in Phonics: Unit 4: Word Collectors (Sessions 9-11)</p> <p>F: Spelling List 2</p>
31	<p>M: Word Wall Words: Continue to embed weekly word wall activities and model the use of the word wall when writing.</p> <p>T-Th: UOS in Phonics: Unit 4: Word Collectors (Sessions 12-14)</p> <p>F: Spelling List 3</p>
32	<p>M: Word Wall Words: Continue to embed weekly word wall activities and model the use of the word wall when writing.</p> <p>T-W: UOS in Phonics: Unit 4: Word Collectors (Sessions 15-16)</p> <p>Th: Spelling List 4</p>
33	<p>T: Word Wall Words: Continue to embed weekly word wall activities and model the use of the word wall when writing.</p> <p>W-Th: UOS in Phonics: Unit 4: Word Collectors (Sessions 17-18)</p> <p>F: Spelling List 5</p>
34	<p>T: Word Wall Words: Continue to embed weekly word wall activities and model the use of the word wall when writing.</p> <p>W-Th: UOS in Phonics: Unit 4: Word Collectors (Session 19)</p> <p>F: Spelling List 6</p>
35	<p>M: Word Wall Words: Continue to embed weekly word wall activities and model the use of the word wall when writing.</p> <p>T-Th: Revisit skills based on student needs; Utilize the <i>Small Groups to Support Phonics</i> book in the UOS in Phonics kit.</p> <p>F: Spelling List 7</p>
36	<p>M: Word Wall Words: Continue to embed weekly word wall activities and model the use of the word wall when writing.</p> <p>T-Th: Revisit skills based on student needs; Utilize the <i>Small Groups to Support Phonics</i> book in the UOS in Phonics kit.</p> <p>F: Spelling List 8</p>
37	<p>Revisit skills based on student needs; Utilize the <i>Small Groups to Support Phonics</i> book in the UOS in Phonics kit.</p>