Second Grade Word Study

*Words Their Way* is a developmental approach to phonics, vocabulary, and spelling instruction that is the primary word study resource for K-5 Park Hill classrooms. Word study involves “doing” things with words - examining, manipulating, comparing and categorizing - and offers students the opportunity to make their own discoveries about how words work. *Words Their Way* supports the Reading Foundational and Language Missouri Learning Standards across all elementary grades.

The following standards may not be explicitly addressed in the reading and writing units of study. These standards naturally fit within word study, shared reading, and small group instruction.

### Reading Foundations

Understand how English is written and read.

- 2.RF.3.A Develop phonics in the reading process by:
  - a. decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
  - b. distinguishing long and short vowels when reading regularly spelled one-syllable words
  - c. decoding regularly spelled two-syllable words with long vowels
  - d. decoding words with vowel diphthongs
  - e. decoding words with vowel digraphs
  - f. reading words with common prefixes and suffixes
  - g. using contractions

### Language

Communicate using conventions of English Language

- 2.L.1.B In Written text:
  - f. spell words using irregular spelling patterns
  - g. spell and use the plural of nouns by adding –es to nouns ending in -s, -ss, -sh, -ch, or -x
The following table presents a vertical alignment of the grammar and conventions standards. The progression is a reference tool that can be utilized when conferring and planning for small group instruction.

<table>
<thead>
<tr>
<th>First Grade</th>
<th>Second Grade</th>
<th>Third Grade</th>
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<tbody>
<tr>
<td><strong>In speech and written form, apply standard English grammar to:</strong></td>
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<tr>
<td>a. use nouns and action verbs that designate past, present, and future in sentences</td>
<td>a. use nouns and pronouns in writing</td>
<td>a. use regular and irregular verbs and simple verb tenses</td>
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<tr>
<td>b. use adjectives/adverbs in sentences</td>
<td>b. use collective nouns</td>
<td>b. use helping verbs with irregular verbs</td>
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<td>c. use the conjunctions and, but, and so in sentences</td>
<td>c. use common irregular nouns</td>
<td>c. use complete subject and complete predicate in a sentence</td>
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<tr>
<td>d. use the articles a, an, and the in sentences</td>
<td>d. use reflexive pronouns</td>
<td>d. use comparative, superlative, and demonstrative adjectives and adverbs</td>
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<tr>
<td>e. use common prepositions</td>
<td>e. use regular verbs</td>
<td>e. use subject/verb agreement in sentences</td>
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<tr>
<td>f. use common pronouns</td>
<td>f. use helping verbs with regular verbs</td>
<td>f. produce simple and compound imperative, exclamatory, and interrogative sentences</td>
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<tr>
<td>g. produce complete simple and compound sentences</td>
<td>g. use adjectives and adverbs in sentences</td>
<td>g. use 1st-, 2nd-, and 3rd-person pronouns and their antecedents</td>
</tr>
</tbody>
</table>

**In written text:**
- a. print legibly, using correct spacing between words and sentences
- b. use ending punctuation
- c. capitalize the first letter of others’ first and last names
- d. use commas to separate single words in a series
- e. spell words using regular spelling patterns
- f. spell words phonetically using phonemic awareness and spelling knowledge
- g. arrange words in alphabetical order to the first letter
- h. use nouns that change their spelling in plural form
- i. arrange words in alphabetical order to the second letter

**Pink- recognition**
- b, c, d, e, f

**Blue- approximation**
- a, g, i, j

**Green- mastery 80%**
- h, k

- a, b, c, d

- a, g, h, i, j

- a, b, c, d, e, f, g, i, j, k, l