



Skills and Concepts for Grade 2

A second grader's spelling experiences should include:

- spelling by analogy** (onsets and rimes: *_ill*—bill, fill, hill)
- short vowel spelling patterns** (words with one vowel: him)
- long vowel spelling patterns** (long *a*: make, day, rain)
- consonant spelling patterns** (/k/: came, kite, back, question, school)
- spelling digraphs** (ch/much, sh/should, th/another, wh/which)
- spelling double-letter words** (off, still, glass)
- irregular spellings** (many, does, great, said)
- silent letters** (would, people, know, like)
- r-controlled vowels** (more, her, first, part)
- predicting spellings in guided writing**
- spelling consonant blends** (clap, stem, brush)
- consonant and vowel letter substitutions** (letter-card manipulations)
- introduction of possessive pronouns** (his, our, my)

Further, students should learn **strategies** that enable them to anticipate the spelling of a word, such as long vowel words are often spelled with two vowels (like), /ou/ is consistently spelled *ou* (about) or *ow* (down), a long *i* or a long *e* sound at the end of a word is usually spelled *y* (why, many).

Spelling experiences should be integrated with opportunities for **language growth**, such as **antonyms** (down/up), **synonyms** (little, tiny), **homophones** (no/know), **homographs** (does, use, read), **regular and irregular plurals** (days, men, ladies, dishes), **contractions** (wouldn't, you're), **multiple meanings** (can, will), **idioms** (up and coming, up in arms), **sorting words** (by phonic properties, structural attributes, meaning), **compound words** (highway), **vocabulary development** through the discussion of unfamiliar words, such as those generated in patterning activities (way, play, stray).

Students should explore **other word forms** of high-use writing words through the addition of **prefixes** (re, un) and **suffixes** (s, ed, ing, es, er, est, ly, ful, y), and the basic **rules** that govern their use, such as the addition of suffixes to words in which the final consonant is doubled, the final silent *e* is dropped, the final *y* is changed to *i*, and the final letter is *s*, *x*, *sh*, *ch*, or *z*. Further, students should explore **irregular verb forms**.

Explicit instruction in **visual skills** is essential, including the Word Preview—then students apply these skills in writing and proofreading.

Students need abundant **writing** opportunities to work toward the mastery of **Core Words** 1-170, to grow them into many more words, and to maintain 100% accuracy in all everyday writing for **Priority Words** 1-35 (by the end of the school year).