

# Second-Grade Skills and Objectives

**Pacing Information:** Each unit has 10 lessons • Each lesson takes 30–40 minutes plus 10–12 minutes for *The Superkids Phonemic Awareness*

| Skills   | Warm-Up Unit  | Unit 1  | Unit 2  | Unit 3   | Unit 4  |
|--|---|---|---|--|---|
| <b>Phonemic Awareness</b><br><br>Taught with <i>The Superkids Phonemic Awareness</i> (in blue) or in skill lessons and reinforced in Daily Routines (in black) | Articulate phonemes (short and long vowel sounds)<br>Isolate initial, final, medial phonemes<br>Identify same initial, final, medial phonemes<br>Categorize initial, final phonemes<br>Locate phonemes<br>Identify short-vowel sounds<br>Identify long-vowel sounds | Articulate /sh/, /ch/, /th/, /Th/<br>Isolate initial, final phonemes<br>Identify same initial, final phonemes<br>Categorize initial, final phonemes<br>Blend phonemes<br>Segment phonemes<br>Identify initial /ch/, /sh/, /th/, /wh/<br>Identify final /ch/, /sh/, /th/ | Articulate /ng/<br>Isolate initial, final, medial phonemes<br>Locate phonemes<br>Identify same final, medial phonemes<br>Categorize final phonemes<br>Blend phonemes<br>Segment phonemes<br>Identify final /ng/, /əl/<br>Identify rhyming words<br>Identify long-vowel sounds | Articulate /s/, /z/<br>Isolate initial, final phonemes<br>Identify same final phonemes<br>Categorize final phonemes<br>Blend phonemes<br>Segment phonemes<br>Identify final /ed/, /d/, /t/, /è/, /t/                                     | Articulate /är/, /ör/, /èr/<br>Isolate final, medial phonemes<br>Identify same final, medial phonemes<br>Locate phonemes<br>Segment phonemes<br>Delete initial phonemes<br>Identify medial /är/, /ör/, /èr/               |
| <b>Phonics and Spelling</b>  | Associate a, e, i, o, and u with their short- and long-vowel sounds<br>Decode and encode CV and CVCe (Super e) words<br>Apply spelling rules to form singular and plural possessives  | Associate letters with sounds:<br>sh/sh/; ch, tch/ch/; th/th/; wh/hw/<br>Decode and encode words with sh, ch, tch, th, wh<br>Apply spelling rules to form plurals with -s or -es  | Associate letters with sounds:<br>digraphs ng/ng/, al/el/, vowel pairs ai/ä/; oa/ö/; ee, ea/ë/; ui/ü/; ie/i/<br>Decode and encode words with ng, le, and CVC sound-spelling patterns  | Associate letters with sounds:<br>ed/ed/, /d/, /t/; y/è/, /t/<br>Decode and encode words with with -ed, -ing, -es endings and words ending in y<br>Apply spelling rules to add -ing, -ed, -es to words with CVC, CVCC, CVVC, and final y | Associate letters with sounds:<br>ar/är/; or/ör/; er, ir, ur/èr/<br>Decode and encode words with r-controlled vowels<br>Apply spelling rules to add -er and -est endings to words with CVC, CVCC, CVVC, CVCe, and final y |
| <b>Fluency</b>   | Read accurately<br>Read decodable stories:<br><i>Having a Blast</i><br><i>A Question for Ettabetta</i>  | Observe punctuation<br>Read at an appropriate rate<br>Read decodable books:<br><i>The Best on the Planet and Other Stories</i><br><i>Meet Ms. Blossom and Other Stories</i>   | Read with expression<br>Observe typographical clues<br>Read a poem rhythmically<br>Read decodable books:<br><i>Ms. Blossom's Gift and Other Stories</i><br><i>The Soap Song and Other Stories</i>   | Read with natural phrasing<br>Observe typographical clues<br>Read repeated words with automaticity<br>Read decodable books:<br><i>A Frog for Ms. Blossom and Other Stories</i><br><i>A Super Invention and Other Stories</i>             | Read with expression<br>Read accurately at an appropriate rate<br>Read decodable books:<br><i>Lily's Left Out and Other Stories</i><br><i>Getting Set and Other Stories</i>   |
| <b>Word Analysis, Vocabulary, and Mechanics</b>  | Nouns and pronouns (singular, plural, possessive)<br>Beginning sentence capitalization and end marks<br>Alphabetical order  | Plurals with -s, -es<br>Question words and question marks<br>Sentence types   | Nouns and verbs<br>Subject and predicate  | Verb endings -ed, -ing<br>Plurals with -ies<br>Adjectives ending in -y   | Nouns with -er ending<br>Comparative and superlative adjectives with -er, -est, -ier, -iest   |

**Second-Grade Skills and Objectives**

(continued)

| Skills  | Unit 5  | Unit 6   | Unit 7  | Unit 8  |
|---|---|--|---|---|
| <p><b>Phonemic Awareness</b></p> <p>Taught with <i>The Superkids Phonemic Awareness</i> (in blue) or in skill lessons and reinforced in Daily Routines (in black)</p> | <p>Articulate /ō/<br/>           Isolate final, medial phonemes<br/>           Locate phonemes<br/>           Identify same medial phonemes<br/>           Segment phonemes<br/>           Delete final phonemes<br/>           Identify initial, medial, and final /ō/, /ōl/, /oi/, /ou/<br/>           Identify final /ō/ and /ā/</p> | <p>Articulate /ōō/, /ōō/, /s/, /j/<br/>           Isolate initial, final, medial phonemes<br/>           Identify same final, medial phonemes<br/>           Locate phonemes<br/>           Segment phonemes<br/>           Add initial phonemes<br/>           Identify medial /ōō/ and /ōō/<br/>           Identify initial, medial, and final /s/ and /j/</p> | <p>Articulate /n/, /r/<br/>           Isolate initial, final, medial phonemes<br/>           Locate phonemes<br/>           Categorize final phonemes<br/>           Identify same medial phonemes<br/>           Segment phonemes<br/>           Add final phonemes<br/>           Identify initial /n/, /w/<br/>           Identify medial /r/, /ō/</p> | <p>Isolate medial phonemes<br/>           Identify same medial phonemes<br/>           Segment phonemes<br/>           Substitute initial phonemes<br/>           Identify medial /ō/ and /r/</p>   |
| <p><b>Phonics and Spelling</b></p>  | <p>Associate letters with sounds:<br/> <i>aw, au/ō/; all, al/ōl/; ay/ā/; oi, oy/oi/; ou, ow/ou/; ow/ō/</i><br/>           Decode and encode words with <i>aw, au, all, al, ay, oi, oy, ou, ow</i><br/>           Form compound words</p>  | <p>Associate letters with sounds:<br/> <i>oo/ōō/; oo, ew, ue/ōō/; c/s/ and g/j/</i><br/>           Decode and encode words with <i>oo, ew, ue, c/s/, and g/j/</i></p>  | <p>Associate letters with sounds:<br/> <i>kn/n/; wr/r/; igh/r/; augh, ough/ō/</i><br/>           Decode and encode words with <i>kn, wr, igh, augh, and ough</i></p>  | <p>Associate letters with sounds:<br/> <i>old/ōld/; ost/ōst/; ild/lld/; ind/ind/</i><br/>           Decode and encode words with <i>old, ost, ild, ind</i><br/>           Read and spell regular and irregular contractions with forms of “to be” and “not”</p> |
| <p><b>Fluency</b></p>   | <p>Observe typographical clues<br/>           Read with expression<br/>           Read decodable books:<br/> <i>Mystery Kid and Other Stories</i><br/> <i>Things We Need and Other Stories</i></p>  | <p>Read with appropriate stress<br/>           Read with natural phrasing and expression<br/>           Read accurately<br/>           Read decodable books:<br/> <i>Big Backpacks and Other Stories</i><br/> <i>After the Chase and Other Stories</i></p>   | <p>Observe punctuation<br/>           Read with natural phrasing<br/>           Read decodable books:<br/> <i>Pow! Boom! and Other Stories</i><br/> <i>Tree Projects and Other Stories</i></p>  | <p>Observe punctuation and typographical clues<br/>           Read with natural phrasing<br/>           Read decodable books:<br/> <i>The Star and Other Stories</i><br/> <i>The Day of the Play and Other Stories</i></p>                                      |
| <p><b>Word Analysis, Vocabulary, and Mechanics</b></p>  | <p>Antonyms<br/>           Compound words</p>   | <p>Dialogue punctuation<br/>           Synonyms</p>  | <p>Homophones<br/>           Dictionary skills<br/>           Commas in a series, dates, and place names</p>  | <p>Prefixes <i>un-</i> and <i>re-</i><br/>           Contractions<br/>           Homophones <i>you’re, your; they’re, there, their</i></p>  |

**Second-Grade Skills and Objectives**

(continued)

| Skills  | Unit 9   | Unit 10   | Unit 11  | Unit 12   |
|---|--|---|--|---|
| <p><b>Phonemic Awareness</b></p> <p>Taught with <i>The Superkids Phonemic Awareness</i> (in blue) or in skill lessons and reinforced in Daily Routines (in black)</p> | <p>Segment phonemes<br/>           Substitute final phonemes<br/>           Identify /f/, /v/, /s/, /d/, and /ə/<br/>           Identify syllable breaks</p>   | <p>Segment phonemes<br/>           Substitute medial phonemes<br/>           Identify /ā/, /ānj/, /ī/, /ēn/</p>   | <p>Segment phonemes<br/>           Manipulate phonemes: mixed practice<br/>           Identify medial /ā/, /ē/, /ī/, /ō/, /ū/</p>  | <p>Segment phonemes<br/>           Manipulate phonemes: mixed practice<br/>           Identify and distinguish between medial /ē/ and /ē/</p>   |
| <p><b>Phonics and Spelling</b></p>  | <p>Associate letters with sounds:<br/>           ff/f/, ll/l/, ss/s/, dd/d/;<br/>           a, e, o/ə/; en, on/en/<br/>           Decode and encode words with ff; ll;<br/>           ss; dd; a, e, o/ə/</p>     | <p>Associate letters with sounds:<br/>           ay, igh/ā/; ange/ānj/;<br/>           ey, ie, ei/i/; ine/en/<br/>           Decode and encode words with<br/>           ay, igh, ange; ey, ie, ei, ine</p>   | <p>Associate letters with sounds:<br/>           a/ā/, e/ē/, i/ī/, o/ō/, u/ū/ in open syllables<br/>           Decode and encode words with the open-syllable vowel pattern<br/>           Apply rules for reading and spelling CVC, CWVC, and CVCe words with -ing, -ed endings</p> | <p>Associate letters with sounds:<br/>           Tag-along e is silent ea/ē/<br/>           Decode and encode words with Tag-along e and ea/ē/<br/>           Read and spell compound words with some, any, every, no</p>                   |
| <p><b>Fluency</b></p>   | <p>Read text in illustrations<br/>           Read with expressions<br/>           Read decodable books:<br/> <i>The Worst News Ever and Other Stories</i><br/> <i>Good News + Bad News and Other Stories</i></p> | <p>Distinguish between characters in dialogue<br/>           Observe punctuation and typographical clues<br/>           Read decodable books:<br/> <i>Hurried Homework and Other Stories</i><br/> <i>Ms. Blossom's Surprise and Other Stories</i></p> | <p>Distinguish between characters in dialogue<br/>           Read with natural phrasing<br/>           Read decodable books:<br/> <i>The 100 Party and Other Stories</i><br/> <i>Not So Special and Other Stories</i></p>  | <p>Read dialogue and narration with expression<br/>           Observe punctuation and typographical clues<br/>           Read decodable books:<br/> <i>Basketball Season and Other Stories</i><br/> <i>Mr. Kumasi and Other Stories</i></p> |
| <p><b>Word Analysis, Vocabulary, and Mechanics</b></p>  | <p>Suffixes -ful and -less<br/>           Syllabication</p>  | <p>Adverbs with -ly<br/>           Conjunctions and, or</p>   | <p>Irregular past tense verbs<br/>           Irregular plural</p>  | <p>Prefixes mis- and dis-<br/>           Compound words<br/>           Plural pronouns</p>  |

Second-Grade Skills and Objectives

(continued)

Unit 17 of *The Superkids Phonemic Awareness* includes sophisticated skills practice

| Skills   | Unit 13  | Unit 14  | Unit 15  | Unit 16  |
|--|--|--|--|--|
| <b>Phonemic Awareness</b><br>Taught with <i>The Superkids Phonemic Awareness</i> (in blue) or in skill lessons and reinforced in Daily Routines (in black) | Segment phonemes<br>Manipulate phonemes: mixed practice<br>Identify medial and final /ē/, /ā/  | Segment phonemes<br>Manipulate phonemes: mixed practice<br>Delete second phoneme in initial blends<br>Identify medial and final /ī/, /ō/   | Segment phonemes<br>Manipulate phonemes: mixed practice<br>Articulate /ār/<br>Substitute second phoneme in initial blends<br>Identify medial /ōō/<br>Identify final /ār/, /ārē/                  | Segment phonemes<br>Manipulate phonemes: mixed practice<br>Delete first phoneme in final blends<br>Identify medial and final /ōr/, /ēr/  |
| <b>Phonics and Spelling</b>  | Associate letters with sounds:<br><i>ee, ea, ie, e, y/ē/</i><br><i>ai, ay, ea, a_e, a/ā/</i><br>Decode and encode words with <i>ee, ea, ie, y, ai, ay, ea</i> , CVCe pattern, and open-syllables   | Associate letters with sounds:<br><i>ie, igh, y, i_e, i/ī/;</i><br><i>oa, ow, oe, o_e, o/ō/</i><br>Decode and encode words with <i>ie, igh, y, oa, ow, oe</i> , CVCe pattern, and open-syllables | Associate letters with sounds:<br><i>ui, ue, ou, oo, ew/ōō/;</i><br><i>air, ear, are/ār/; erry, ary/ārē/</i><br>Decode and encode words with <i>ui, ue, ou, oo, ew, air, ear, are, erry, ary</i> | Associate letters with sounds:<br><i>or, ore, oor, our, oar, ar/ōr/</i><br><i>ir, er, ur, or, ar, ear/ēr/</i><br>Decode and encode words with <i>or, ore, oor, our, oar, ar, ir, er, ur, or, ar, ear</i> |
| <b>Fluency</b>   | Distinguish between characters and read dialogue with expression<br>Read with natural phrasing<br>Read with appropriate rhythm<br>Read decodable books:<br><i>Springing Spring and Other Stories</i><br><i>Oswald's Invitation and Other Stories</i> | Observe typographical clues<br>Read accurately<br>Read decodable books:<br><i>Persuasion and Other Stories</i><br><i>One Smart Cookie and Other Stories</i>                                      | Read with natural phrasing<br>Observe typographical clues<br>Read with expression<br>Read decodable books:<br><i>Roboticons and Other Stories</i><br><i>Testing Begins and Other Stories</i>     | Read at an appropriate rate<br>Read with natural phrasing<br>Read decodable books:<br><i>Golly on the Road and Other Stories</i><br><i>Looking for Golly and Other Stories</i>                           |
| <b>Word Analysis, Vocabulary, and Mechanics</b>  | Homophones<br>Complete sentences (subject and predicate)   | Adjectives <i>good, better, best; bad, worse, worst</i><br>Suffix <i>-ness</i>   | Suffix <i>-able</i><br>Homophones  | Homophones<br>Suffix <i>-ous</i>   |