Second Grade Grade Pacing Guide

ELA Expeditions

Module 1: Schools and Community								
Standards:		**Science**	**Literature**	**Information**	**Writing**	**Speaking & Listening**	**Language**	**Social Studies**
		K-2-ETS1-1 K-2-ETS1-1 K-2-ETS1-3	RL.2.1 RL.2.3 RL.2.7	RI.2.1 RI.2.6	W.2.2 W.2.8 W.2.1	SL.2.1 SL.2.2 SL2.3	L2.1 L2.2 L2.3 L2.4 L2.5	2.SS.4.1.1 2.SS.4.1.2 2.SS.4.1.3 2.SS.5.1.1 2.SS.5.1.2 2.SS.2.1.2 2.SS.2.1.3 2.SS.2.1.4 2.SS.2.2.1 2.SS.1.1.1 2.SS.2.1.1 2.SS.2.2.2
Unit 1	Building Our Background Knowledge: Schools and Their Importance	In this module, students build their literacy and citizenship skills as they engage in a study of schools. Students begin the module by participating in a series of focused read-alouds to explore the module guiding question, “What is school, and why are schools important?”						
Unit 2	Reading and Writing Informational Texts: Challenges in Going to School	In Unit 2, students build on this understanding by engaging in close read-alouds of the text Off to Class: Incredible and Unusual Schools around the World by Susan Hughes. Through this text, students learn about schools around the world and the challenges some communities face in sending their students to school and how they solve these challenges. To support their understanding of this text, students take notes on and write in response to their reading.						

Unit 3	Performance Task: The Most Important Thing about Schools Books	In Unit 3, students revisit sections from Off to Class as they engage in whole class research to learn about the similarities and differences between their own school and three schools from the text. Students extend their research in small groups by focusing on one school in particular and producing an informational book about it tilted “The Most Important Thing about Schools.” Throughout the unit, students participate in collaborative conversations with their peers to process and extend their understanding of the similarities and differences between their own school and the school they have researched.
Guiding Questions & Big Ideas		● What is school, and why are schools important? ● Why is it hard for some children to go to school in their communities? ● How do communities solve these problems so their children can go to school? ● How are schools around the world different? How are they similar?
Performance Task		In this performance task, students create an informational book titled "The Most Important Thing about Schools." Using information from whole class and small group research, they write and compile a book that compares and contrasts their own school with a school from *Off to Class: Incredible and Unusual Schools around the World* by Susan Hughes. Using *The Important Book* by Margaret Wise Brown as inspiration, students' books conclude with a reflection statement on what they think is the most important thing about schools. This is a scaffolded writing task in which students learn about the steps in the writing process and complete this book over several lessons. Students' books are presented orally to kindergarteners at a Celebration of Learning at the end of the module.

Module 2: Learning Through Science and Story: Fossils Tell of Earth’s Changes

Standards:	**Science**	**Literature**	**Information**	**Writing**	**Speaking & Listening**	**Language**	**Social Studies**
	2-PS1-1 2-PS1-2 2-PS1-3 2-ESS1-1 2-ESS2-1 2-ESS2-3 2-ESS2-2	RL.2.4 RL.2.5 RL.2.6 RL.2.9 RL.2.10	RI.2.8 RI.2.9 RI.2.10	W.2.3	SL.2.4 SL.2.5 SL.2.6	L2.6	

Unit 1	Listening for Details: Learning about Paleontologists	In this module, students build their literacy and science skills as they engage in a study of fossils. Students begin the module by participating in a close read-aloud of *Stone Girl, Bone Girl* by Laurence Anholt to explore the Unit 1 guiding questions: "What do paleontologists do?" and "How do characters

		respond to major events?" Students learn about Mary Anning and her role as a fossil hunter as they engage with key literature standards. Students focus on how Mary Anning responds to major events and challenges, and the overall structure of narratives through structured retells. In Unit 1, students are also introduced to the skill of answering selected response questions. Students also begin to learn about what fossils are and the work that paleontologists do.
Unit 2	Reading Informational Texts: Studying Fossils Closely	In Unit 2, students make a pivot to informational texts and engage more deeply in the study of fossils. Students' learning is centered around the Unit 2 guiding questions: "What can we learn from studying fossils?" and "How do readers learn more about a topic from informational texts?" Students begin the unit by engaging in a close read-aloud of various excerpts from the text Fossils by Ann O. Squire. Students then make the important transition of closely reading complex texts independently. Students are gradually introduced to close reading strategies as they read a few different nonfiction articles on fossils, such as how fossils can teach us about changes that have happened on Earth.
Unit 3	Writing Narratives: Becoming Paleontologists	In Unit 3, students take on the role of being authors as they work toward completing the performance task: adding detailed illustrations to a narrative produced during unit 3 about discovering a fossil. The unit begins with a focused read-aloud of *The* Maiasaura *Dig: The Story of Dr. Holly Woodward Ballard*. Through their analysis of the text, students begin to answer and unpack the Unit 3 guiding question: "How do authors write compelling narratives?" Students then imagine they are a character from this story and practice writing a narrative. The unit culminates as students write, revise, and illustrate their own narratives from the perspective of a paleontologist who has just discovered a fossil.
Guiding Questions & Big Ideas		● What do paleontologists do? ○ Paleontologists are people who look for, unearth, and study fossils. ● How do characters respond to major events? ○ Characters respond in different ways to major events and challenges in books. ● What can we learn from studying fossils? ○ Fossils can help us understand what plants and animals lived long ago and how the earth has changed. ● How do readers learn more about a topic from informational texts? ○ Readers use different strategies to learn about a topic from informational text. ● How do authors write compelling narratives? ○ Writers use various writing techniques to tell compelling stories.
Performance Task		For this performance task, students carefully and accurately create detailed illustrations for each part of the narrative they wrote, revised, and edited for the Unit 3 Assessment. Students orally present their books to visitors at a Celebration of Learning at the end of the module.

Module 3:								
Standards:		**Science**	**Literature**	**Information**	**Writing**	**Speaking & Listening**	**Language**	**Social Studies**
		2-LS2-1 2-LS2-2 2-LS-4-1		RI.2.1 RI.2.2 RI.2.3 RI.2.4 RI.2.5 RI.2.6 RI.2.7	W.2.2 W.2.7 W.2.8	SL.2.4	L.2.1 L.2.4	
Unit 1	Building Background Knowledge: Learning about Plants	In this module, students build their research skills and science knowledge through a study of the secret world of plants and pollinators. In Unit 1, students navigate informational text features, co-create Plant, Seed, Fruit, and Flower Frayer Model anchor charts, create scientific drawings, and participate in a Science Talk, all focused on learning about how plants grow and survive.						
Unit 2	Building Research Skills: Researching Pollinators	In Unit 2, students home in on a study of the role of insect pollinators in helping plants grow and survive. Using the text *What Is Pollination?* by Bobbie Kalman, students continue to strengthen their research skills as they conduct whole group and small group research on insect pollinators. Students then use their research notes to write an informative piece about a specific insect pollinator and its role in the pollination process.						
Unit 3	Speaking and Listening: Pollinator Presentations	In Unit 3, students extend and apply their understanding of pollination and pollinators through the creation of their performance task. Using the informative writing piece from Unit 2, as well as supplemental texts about specific plants and pollinators, students prepare an oral presentation and create a poster to share their knowledge about a specific insect pollinator and plant.						
Guiding Questions & Big Ideas		● How do plants grow and survive? ● How do pollinators help plants grow and survive? ● How do we get the fruits, flowers, and vegetables we enjoy? ● How do we become researchers and share our learning? .						
Performance Task		In this two-part performance task, students create a poster with scientific drawings and captions and then deliver an oral presentation during the Celebration of Learning. In Part 1, students use their research and informational writing from Unit 2 to create scientific drawings depicting the pollination process of a particular insect, as well as a reflection paragraph on how they used critique and revision to make their scientific drawings better. In Part 2, students deliver a presentation, orally describing how their specific pollinator aids in the pollination process of a specific plant and explaining the process using their poster.						

	Students also include a reflection about the role critique and revision played in their final product and answer questions following their presentation from an audience of family members, peers, teachers, and related school community members.

MATH

Module 1: Number Sense-Understanding Base Ten (6 weeks)		
	Standard	**Learning Targets (I can…)**
UNIT 1: BUILDING NUMBER SENSE THROUGH 1000	2.NBT.1 Place value to 3 digits	• Identify a bundle of 10 tens as a “hundred.” \ • Skip-count by 10s. • Explain the value of each digit in a 3-digit number. • Skip-count by 100s.
	2.NBT.2 Count to 1000 including skip counting, 5, 10, 100	• Represent 200, 300, 400, 500, 600, 700, 800, 900 with one, two, three, four, five, six, seven, eight, or nine hundreds and 0 tens and 0 ones. • Represents a three digit number with hundreds, tens, and ones. • Count within 1000.
	2.NBT.3 Read and write numbers to 1000 including expanded form and word form	• Recognize that the digits in each place represent amounts of thousands, hundreds, tens, or ones. • Read numbers to 1000 using base ten numerals. • Read numbers to 1000 using number names. • Read numbers to 1000 using expanded form. • Write numbers to 1000 using base ten numerals. • Write numbers to 1000 using number names. • Write numbers to 1000 using expanded form. • Skip-count by 5s.
	2.MD.7 Time within 5 minutes with am and pm and money (throughout year)	• Tell time using analog clocks to the nearest 5 minutes • Tell time using digital clocks to the nearest 5 minutes • Write time using analog clocks and digital clocks • Identify the hour and minute hand on an analog clock • Identify and label when a.m. and p.m. occur • Determine what time is represented by the combination of the number on the clock face and the position of the hands.
UNIT 2: COMPARING	2.NBT.4 Compare three digit numbers using >,<,=	• Know the value of each digit represented in the three-digit number. • Know what each symbol represents >, <, and =.

THREE DIGIT NUMBERS		• Compare two three-digit numbers based on place value of each digit. • Use >, =, and < symbols to record the results of comparisons.
	2.MD.10 Picture and bar graphs (throughout year)	• Recognize and Identify picture graphs and bar graphs. • Identify and label the components of a picture graph and bar graph. • Solve problems relating to data in graphs by using addition and subtraction • Make comparisons between categories in the graph using more than, less than, etc. • Draw a single-unit scale picture graph to represent a given set of data with up to four categories • Draw a single-unit scale bar graph to represent a given set of data with up to four categories

Module 2: Investigations in Measurement (4 weeks)		
	Standard	**Learning Targets (I can…)**
UNIT 1: APPLICATION OF TIME	2.MD.7 Time within 5 minutes with am and pm and money (throughout year)	• Tell time using analog clocks to the nearest 5 minutes • Tell time using digital clocks to the nearest 5 minutes • Write time using analog clocks and digital clocks • Identify the hour and minute hand on an analog clock Identify and label when a.m. and p.m. occur • Determine what time is represented by the combination of the number on the clock face and the position of the hands.
UNIT 2: LENGTH AND MEASURE	2.MD.1 Measure using appropriate tools by length	• Identify tools that can be used to measure length. • Identify the unit of length for the tool used (inches, centimeters, feet, meters). • Determine which tool to use to measure the length of an object. • Measure the length of objects by using appropriate tools.
	2.MD.3 Estimate length using inches, feet, cm, meters	• know strategies for estimating length. • Recognize the size of inches, feet, centimeters, and meters. • Estimate lengths in units of inches, feet, centimeters, and meters; • Determine if estimate is reasonable.

	2.MD.2 Measure a length of an object twice using different measuring units	● Know how to measure the length of objects with different units. ● Compare measurements of an object taken with two different units. ● Describe why the measurements of an object taken with two different units are different. ● Explain the length of an object in relation to the size of the units used to measure it.
UNIT 3: APPLICATIONS OF LENGTH	2.MD.9 Use line plots to graph measurement data	● Read tools of measurement to the nearest unit. ● Measure lengths of objects by making repeated measurements of the same object. ● Measure lengths of several objects to the nearest whole unit. ● Represent measurement data on a line plot. ● Create a line plot with a horizontal scale marked in whole numbers using measurements.
	2.MD.4 Determine how much longer an object is	● Name standard length units. ● Compare lengths of two objects. ● Determine how much longer one object is than another in standard length units.

Module 3: Addition and Subtraction (15 weeks)		
	Standard	**Learning Targets (I can…)**
UNIT 1: APPLICATIONS OF ADDITION AND SUBTRACTION (5 weeks)	2.MD.6 Measuring on a number line	● Explain length as the distance between zero and another mark on the number line diagram. ● Represent whole numbers from 0 on a number line with equally spaced points. 12 ● Use a number line to represent the solution of whole-number sums and differences related to length within 100.
	2.OA.1 One and two step word problems	● Determine operation needed to solve addition and subtraction problems in situations including add to, take from, put together, take apart, and compare ● Write an addition and subtraction equation with a symbol for the unknown ● Add and subtract within 100 to solve one-step word problems with unknowns in all positions ● Use drawings or equations to represent one- and two-step word problems ● Identify the unknown in an addition or subtraction word problem ● Add and subtract within 100 to solve two-step word problems with unknowns in all positions

	2.MD.5 solve word problems using measurement	• Add and subtract lengths within 100. • Solve word problems involving lengths that are given in the same units. • Solve word problems involving length that have equations with a symbol for the unknown number.
	2.MD.8 Using word problems that involve money (throughout year)	• Identify and recognize the value of dollar bills, quarters, dimes, nickels, and pennies. • Identify the $ and ¢ symbol. • Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies using $ and ¢ symbols appropriately.
UNIT 2: GENERALIZING ADDITION AND SUBTRACTION (5 weeks)	2.NBT.8 Mentally add 10 or 100	• Know place value within 1000. • Apply knowledge of place value to mentally add or subtract 10 or 100 to/from a given number 100-900.
	2.OA.3 Even and Odd, Always even number if two numbers are even	• Count a group of objects up to 20 by 2s. • Recognize in groups that have even numbers objects will pair up evenly. • Recognize in groups of odd numbers objects will not pair up evenly.
	2.OA.2 Fluently add and subtract within 20 mentally	• Know mental strategies for addition and subtraction • Apply mental strategies to add and subtract fluently within 20. • Know from memory all sums of two one-digit numbers*
UNIT 3: FLUENTLY APPLY STRATEGIES FOR ADDITION AND SUBTRACTION (5 weeks)	2.NBT.9 Explaining how you add and subtract within 1000	• Know addition and subtraction strategies using place value and properties of operations related to addition and subtraction. • Explain why addition and subtraction strategies based on place value and properties of operations work.
	2.NBT.5 Fluently add and subtract within 100	• Know strategies for adding and subtracting based on the relationship between addition and subtraction. • Know multiple strategies for adding and subtracting based on place value. • Know multiple strategies for adding and subtracting based on properties of operations. • Chose a strategy (place value, properties of operations, and /or the relationship between addition and subtraction) to fluently add and subtract within 100.
	2.NBT.6 Add up to 4 two digit numbers	• Know strategies for adding two digit numbers based on place value and properties of operations. • Use strategies to add up to four two-digit numbers.

	2.NBT.7 Model adding and subtracting within 1000	• Decompose any number within 1000 into hundred(s), ten(s), and one(s). • Understand place value within 1000. • Choose an appropriate strategy for solving an addition or subtraction problem within 1000. • Relate the chosen strategy (using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction) to a written method (equation) and explain the reasoning used. • Use composition and decomposition of hundreds and tens when necessary to add and subtract within 1000.

Module 4: Geometric Exploration with Shapes (5 weeks)		
	Standard	**Learning Targets (I can…)**
UNIT 1: SHAPES AND ATTRIBUTES (1.5 weeks)	2.G.1 Identify, draw and describe given attributes of triangles, quadrilaterals, pentagons, hexagons, cubes	• Identify the attributes of triangles, quadrilaterals, pentagons, hexagons, and cubes (e.g. faces, angles, sides, vertices, etc). • Identify triangles, quadrilaterals, pentagons, hexagons, and cubes based on the given attributes. • Describe and analyze shapes by examining their sides and angles, not by measuring. • Compare shapes by their attributes (e.g. faces, angles). • Draw shapes with specified attributes.
UNIT 2: FRACTIONAL UNDERSTANDING	2.G.3 Use circles and rectangles and partition into fraction parts (thirds, halves, quarters, etc) even if they don't have the same shape	• Identify two , three and four equal shares of a whole • Describe equal shares using vocabulary: halves, thirds, fourths half of, third of etc. • Describe the whole as two halves , three thirds, or four fourths • Justify why equal shares of identical wholes need not have the same shape.
UNIT 3: EARLY MULTIPLICATION	2.G.2 Partition a rectangle into rows and columns into same size squares and count	• Determines how to partition a rectangle into same-size squares. • Counts to find the total number of same-size squares. • Defines partition. • Identify a row. • Identify a column.

	2.OA.4 Arrays up to 5 by 5 using addition	● Generalize the fact that arrays can be written as repeated addition problems. ● Solve repeated addition problems to find the number of objects using rectangular arrays.
	2.OA.3 Even and Odd, Always even number if two numbers are even	● Count a group of objects up to 20 by 2s. ● Recognize in groups that have even numbers objects will pair up evenly. ● Recognize in groups of odd numbers objects will not pair up evenly. ● Determine whether a group of objects is odd or even, using a variety of strategies. ● Generalize the fact that all even numbers can be formed from the addition of 2 equal addends. ● Write an equation to express a given even number as a sum of two equal addends.

Module 5: Applications in Mathematics (4 weeks)		
	Standard	**Learning Targets (I can…)**
UNIT 1: SPECIFIC REVIEW AND APPLICATIONS OF ADDITION AND SUBTRACTION	2.OA.2 Fluently add and subtract within 20 mentally	● Know from memory all sums of two one-digit numbers ● Know mental strategies for addition and subtraction
	2.NBT.5 Fluently add and subtract within 100	● Know strategies for adding and subtracting based on place value. ● Know strategies for adding and subtracting based on properties of operations. ● Know strategies for adding and subtracting based on the relationship between addition and subtraction. ● Chose a strategy (place value, properties of operations, and /or the relationship between addition and subtraction) to fluently add and subtract within 100.

K-2 Reading Foundational Skills Block

K-2 Reading Foundational Skills Block	
About Skills Block	The K-2 Reading Foundations Skills Block is a one-hour block that uses a structured phonics approach, grounded in the Phase Theory of Dr. Linnea Ehri, which describes behavior related to the types of letter-sound connections students are able to make as they learn to read and write. As such, the Skills Block is meant to ensure that, by the end of grade 2, students acquire the depth of skills they need in the Reading Foundations standards to navigate grade-level text independently. The lessons and assessments explicitly address the Reading Foundations standards, as well as some Language standards associated with spelling and letter formation. Teachers group students based on microphase (as determined by Benchmark Assessments). Teachers will regroup students based on assessments throughout the year. The benchmark assessment will be given in the beginning, middle and end of the year. Generally students test lower in spelling compared to decoding. The teacher may determine a student's grouping based on the lower score so they can fill any holes. Skills Block starts with a whole group lesson at grade level. Then students break into differentiated Skills Block Groups. During this time, the teacher works with two or three groups per day for 10–15 minutes each. When the teacher is not meeting with the group, students are working on differentiated independent practice activities based on the cycle placement. Independent activities may include: letter recognition, accountable independent reading, writing, fluency, and/or word work. Below are examples of the whole group instruction. Students may receive differentiated instruction below or above grade/level depending on their cycle placement.
Module 1: (Cycles 1-4)	Grade 2, Module 1 reviews spelling patterns, skills, and knowledge from Grade 1. The introductory cycle of the module, Cycle 1, lays the groundwork for the review by reminding students that every syllable in a spoken word contains a vowel sound (either long or short) and that the vowel sound can be "shown" in print by a letter or a particular pattern of letters. This module also introduces a new focus for Grade 2: fluency. In previous grades, students have learned and practiced reading and spelling a variety of spelling patterns in the service of automatic reading and spelling of words with those patterns. This automaticity at the word level will now free them up to also attend to the components of fluency when reading full sentences and paragraphs, such as rate, phrasing, and expression. Cycle 2 begins the review of spelling patterns and syllable types taught in Grade 1. Students analyze, decode (read), and encode (spell) one- and two-syllable words containing long vowel spelling patterns such as "ai," "ie," and "igh," and with inflectional endings "-s," "-ed," "-es," and "-ing." Students also learn and review

	high-frequency words (both regularly and irregularly spelled). Students also begin to focus more sharply on fluency, noticing text cues, such as punctuation and text type, that might influence certain elements of oral fluency. This module also introduces some new instructional practices and revisits some familiar instructional practices from Grade 1, though they are updated for Grade 2. New practices include: Snap or Trap (focusing on high-frequency words), Words Rule (introducing or reviewing spelling sound patterns and generalizations), Fluency, Word Workout (review of various skills), and Dictation (only on cycle assessment days). Students who are familiar with the Grade 1 Skills curriculum will continue to engage in updated versions of Syllable Sleuth, Setting Purpose: From Engagement Text to Decodables, Interactive Writing, and Cycle Assessment (only one to two times per module). By the end of Module 1, students should be reacquainted with many of the long vowel patterns and most syllable types (closed, open, CVCe, vowel team, and r-controlled) taught in Grade 1. Students should be able to decode and encode one- and two-syllable words that contain these patterns and syllable types, along with inflectional endings ("-s," "-ed," "-es," and "-ing"). Students should be able to recognize, spell, and read various high-frequency words (regularly and irregularly spelled) taught in Grade 1 as well as some newly introduced high-frequency words. Finally, as a result of a sharpened focus on fluency, students become more aware of the elements of fluency as they read aloud, including rate, phrasing, and expression.
Module 2: (Cycles 5-11)	In Grade 2, Module 2, students move beyond review of Grade 1 spelling patterns and skills. Now familiar instructional practices serve as a vehicle for introducing new spelling patterns, affixes, high-frequency words (regularly and irregularly spelled, including contractions), and fluency practice. Students engage in deep word analysis, learning spelling rules to help them generalize spelling patterns for vowel teams and affixes, but also learning that there are many words in English for which no rules apply (example: words like "turn," "her," and "bird," which all have the /er/ sound but are all spelled with different vowels). Students begin to understand that they must learn these types of words through repeated readings and spellings and continue to commit them to memory, also relying on context when a word is read in connected text. By the end of Module 2, students should be able apply learned spelling patterns such as "oi," "oy," "ou," and "ow" to decoding and encoding words. Students will also be able to read, spell, and understand contractions using "am," "is," "not," "would," and "have." Students will continue to decode and encode words with common prefixes ("re-," "un-," "pre-") and suffixes ("-ed," "-ing," "-er"), beginning to tackle words with both. Students will be introduced and should be able to decode words containing word endings such as "-tion" and "-sion." Lastly, students will continue to work on and reflect on their growing ability to fluently read second-grade texts.

Module 3: (Cycles 12-18)	In Grade 2, Module 3 the introduction of new spelling patterns is continued, with a strong focus on word endings and suffixes that sound the same but are spelled differently (examples: "-ck" vs. "k" and "-ible" vs. "-able"). Similarly, homophones are introduced through the Words Rule instructional practice, providing students with examples of words with inconsistent but common spelling-sound correspondences (RF.2.3e). As such, students continue to understand that they must learn these types of words through repeated readings and spellings and rely on context when a word is read in connected text. Students are introduced to the last of the six syllable types: consonant-le (C-le) (examples: "handle," "giggle," "waddle"). A new suffix, "-ly," is introduced, along with the two-syllable suffixes "-ible" and "-able." The three-syllable words created by adding these longer suffixes to one-syllable words pushes students to decode and encode three-syllable words with more confidence and automaticity. Students continue to fluently and confidently read a larger collection of Grade 2 texts as a result of familiarity with a variety of affixes (including two-syllable suffixes) and a growing bank of spelling patterns and high-frequency words. The introduction of nonfiction Engagement Texts and Decodable Readers in Cycle 17 challenges students to monitor their understanding of the purpose of a text in order to read more fluently. The shift also supports the Common Core focus on fostering more well-rounded readers as students continue to read fiction while also gaining world knowledge and familiarity with informational text structure through nonfiction texts. By the end of Module 3, students should be able to apply learned spelling patterns such as "-tch," "-ch," "-ge," and "-dge" to decode and encode words with common sounds but different spelling patterns. Students should be able to apply learned generalizations and rules and sometimes context or familiarity in order to encode and/or decode these words. Students continue to decode and encode words with common prefixes, including new suffixes "-ly," "-ible," and "-able." Lastly, students continue to work on and reflect on their growing ability to fluently read second-grade texts, specifically nonfiction texts.
Module 4: (Cycles 19-25)	In Grade 2, Module 4, the introduction of new spelling patterns is continued, as is the focus on homophones, including those with silent letters. Generalizations are taught for spelling patterns that sound the same, such as "-us" and "-ous" endings, and students continue to build understanding that they must learn these types of words through repeated readings and spellings and rely on context when a word is read in connected text. Students continue to use their knowledge of syllable types to decode unfamiliar words. They are also introduced to the high-leverage vowel sound schwa, which occurs in a large number of English words. As students explore words with this unique vowel sound and other related patterns, they gain a deeper understanding of spelling/sound patterns.

	By the end of Module 4, students should have a solid understanding of a broad array of spelling patterns and generalizations, such as newly introduced "-cal" vs. "-cle," and including words with the schwa vowel sound. Students continue to decode and encode words with common affixes, such as "im-," "-ment," and "-ness," including some three-syllable words. Lastly, students continue to work and reflect on their growing ability to fluently read Grade 2 texts, specifically nonfiction texts.