

# Second Grade WORD STUDY

Year  
Long  
Bundle

long vowel i: i, lgh, y, ie

Name: Christina

## Word Building

Trace & Read Build Wri

1. mind m i n d mi

2. fries t r i e s tri

long vowel i: i, lgh, y, ie

Name: Christina

## Rainbow Sounds

Rainbow trace each sound in the word. Then, write the word two more times.

1. why why why

2. tie tie tie

long vowel i: i, lgh, y, ie

Name: Christina

## Word Mapping

Look at the picture and say the word. Next, tap the sounds you hear in each grapheme. Then write the graphemes for each phoneme in a separate box. Then write the word.

1. fry fry

2. climb clim

3. pie pie

4. fry fry

5. night night

6. ch ch

long vowel i: i, lgh, y, ie

Name: Christina

## Word Study Assessment

1. light 5. child

2. wild 6. cry

3. pie 7. fries

4. might 8. mild

9. bright ☆ dries

Write the sentence you hear:

Lyla likes to climb trees at night.

Correct 3 mistakes in this sentence:

Lyla will try to dries the black tight.

Lyla will try to dry the black tie.

14

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240+  
PAGES

PRINTABLES, ASSESSMENTS, WORD CARDS,  
PARENT LETTERS, TEACHER GUIDE & MORE!



# INCLUDED IN THIS RESOURCE:



A **SCIENCE OF READING ALIGNED  
MASTER WORD LIST** WITH A  
SUGGESTED **SCOPE & SEQUENCE**

**87** **PHONICS PRINTABLES FOR  
YEAR LONG WORD STUDY**

**29** **STUDENT ASSESSMENTS AND  
CORRESPONDING TEACHER GUIDE**

**29** **PARENT LETTERS** EXPLAINING  
THE CURRENT PHONICS SKILL

**235+** **PHONICS WORD CARDS**

**PLUS** WHOLE & INDIVIDUAL **DATA SCREENERS**  
AND AN **EDITABLE** VERSION OF EVERY  
PRINTABLE & ASSESSMENT

**DOWNLOAD THE FULL PREVIEW TO SEE MORE!**




# 87 STUDENT PRINTABLES

Name: \_\_\_\_\_ I, r, s blends

## Word Mapping


Look at the picture and say the word. Next, tap the sounds you hear in each box then write the graphemes for each phoneme in a separate box. Then write the word.

- 

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 \_\_\_\_\_
- 

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- 

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 \_\_\_\_\_

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Name: \_\_\_\_\_ I, r, s blends

## Rainbow Sounds

Rainbow trace each sound in the word. Then, write the word two more times.

- plum \_\_\_\_\_
- press \_\_\_\_\_
- stem \_\_\_\_\_
- glad \_\_\_\_\_
- trap \_\_\_\_\_
- snug \_\_\_\_\_
- smell \_\_\_\_\_
- sled \_\_\_\_\_

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Name: \_\_\_\_\_ I, r, s blends

## Word Building

Trace & read the word. Next, build the word with grapheme cards. Then, write the word.









Trace & Read	Build	Write
1. blob		
2. crab		
3. swim		
4. spot		
5. frog		
6. clap		
7. sled		
8. trap		

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l s b a w m f d e  
r b o c i p t g

Name: \_\_\_\_\_ r-controlled syllables

## Syllable Types

O Open R-Controlled	C Closed Vowel Team	C-ite Consonant + ie E
1. Look at the picture. Say the word. Then, write the word by dividing into syllables.	2. Rewrite your words below. Divide into syllables and label the syllable types.	
1. 	2. 	1. _____
3. 	4. 	2. _____
5. 	6. 	3. _____
7. 	8. 	4. _____
		5. _____
		6. _____
		7. _____
		8. _____

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Name: \_\_\_\_\_ r-controlled syllables

## Rainbow Sounds

Rainbow trace each sound in the word. Then, write the word two more times.

- soccer \_\_\_\_\_
- target \_\_\_\_\_
- radar \_\_\_\_\_
- ladder \_\_\_\_\_
- corner \_\_\_\_\_
- weather \_\_\_\_\_
- butter \_\_\_\_\_
- curtain \_\_\_\_\_

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Name: \_\_\_\_\_ r-controlled syllables

## Syllable Building

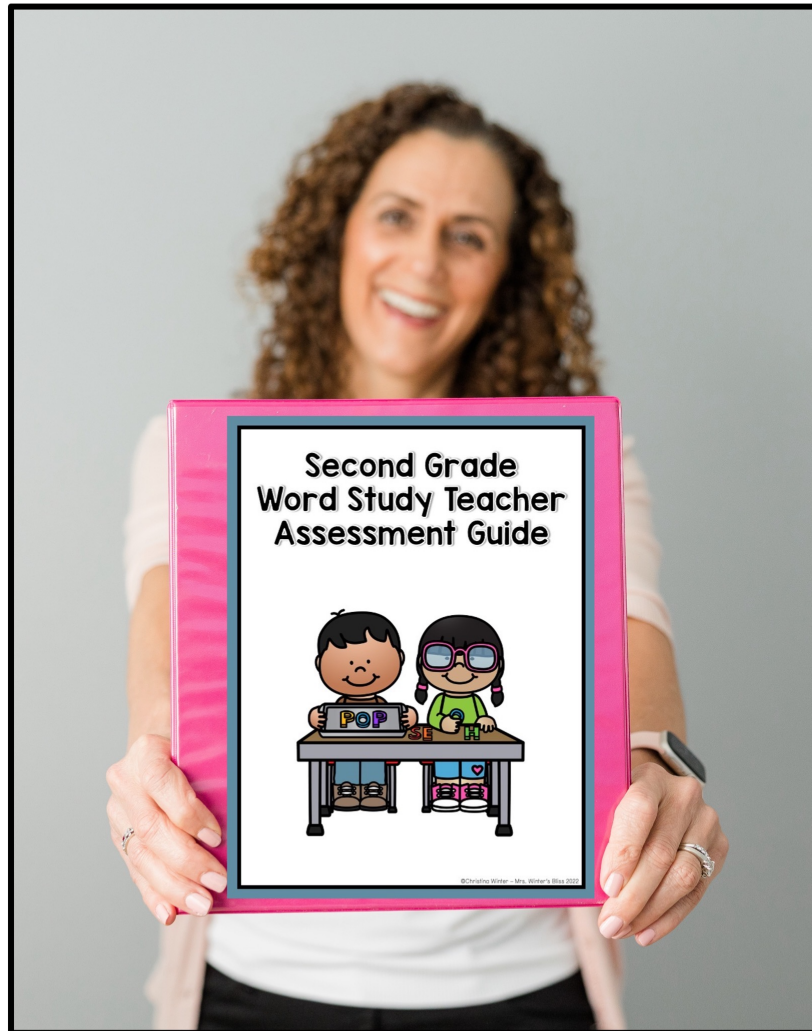
Trace & read the word. Next, build the word with syllable cards. Then, write the word.

Trace & Read	Build	Write
1. tractor		
2. target		
3. corner		
4. popcorn		
5. birthday		
6. soccer		
7. weather		
8. radar		

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trac tar birth weath pop er ner  
cor dar cer tor ra get day

# NO PREP TEACHER GUIDE



## Short Vowels Teacher Guide

- |        |        |
|--------|--------|
| 1. bag | 5. jet |
| 2. lip | 6. pot |
| 3. fox | 7. bed |
| 4. bug | 8. van |



Write the sentence you hear:

cat can sit in the tub.

Correct 3 mistakes in this sentence:

and tom put a bug on the mg.

and Tom put a bug on the mg.

## l, r, s blends Teacher Guide

- |          |          |
|----------|----------|
| 1. blob  | 5. smell |
| 2. skull | 6. plum  |
| 3. grill | 7. stem  |
| 4. flag  | 8. frog  |



Write the sentence you hear:

Glen got a spot on the red.

Correct 3 mistakes in this sentence:

The crab will swim in the tr.

The cab will swim in the trap.

## R-Controlled: ar Teacher Guide

- |          |          |
|----------|----------|
| 1. card  | 5. shark |
| 2. smart | 6. yarn  |
| 3. harp  | 7. star  |
| 4. art   | 8. bark  |



Write the sentence you hear:

Does the farm have a dark red barn?

Correct 3 mistakes in this sentence:

Mrk will drive the cr to the prk.

Mark will drive the car to the park.



TEACHER GUIDE CORRESPONDS  
WITH STUDENT ASSESSMENTS



# 29 NO PREP STUDENT ASSESSMENTS

Name \_\_\_\_\_

## Word Study Assessment

WRITE  
THE WORD

- |          |          |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |
| ★ _____  | ★ _____  |

DICTATION  
PRACTICE

CORRECT  
THE  
MISTAKE

Write the sentence you hear:

Correct 3 mistakes in this sentence:

Ray will paynt his trai grai.

# 235+ WORD CARDS



clay	gray	pay
play	say	tray
braid	mail	nail
paint	sail	train

ALL SECOND  
GRADE PHONICS  
SKILLS INCLUDED!

PERFECT FOR A POCKET CHART



# 29 PARENT LETTERS

## Word Study Unit: long a: a, ai, ay

### EXAMPLES OF WORDS WITH THE PHONICS SKILL

families,

Each week your student is studying words with the phonics skill long a: a, ai & these vowel team pairings work together to represent the long a vowel. In our word study units, we are focusing on students learning an automatic phonics skill rather than memorizing a list of words.

Some words that feature this phonics skill are:

<b>aim</b>	<b>clay</b>	<b>snail</b>
<b>gray</b>	<b>paint</b>	<b>tray</b>
<b>mail</b>	<b>say</b>	<b>rain</b>

### DIFFERENT SPELLING PATTERNS

Some of these words may be on your student's assessment at the end of the week but there will also be other words that contain this phonics skill.

#### Spelling patterns for this skill:

- The a spelling is generally used at the beginning of a word: **aid**, **aim**
- The ai spelling is used in the middle of a word: **mail**, **train**, **wait**
- The ay spelling is used at the end of a word: **pay**, **tray**, **spray**

How to practice at home:

#### Use a word mapping routine:

- Choose a word and say it aloud: ex. **snail**
- Talk about the meaning of the word: There is a snail in the garden!
- Tap the phonemes (sounds) of the word together: /s/-/n/-/ā/-/l/
- Write the graphemes (letters) as you sound out the word: s-n-ai-

#### Use multisensory tools:

- Form words out of playdoh
- Trace words in sand or rice
- Create words with alphabet magnets or blocks

Always have your student say the phonemes *first*, then create the graphemes.

### WAYS TO PRACTICE AT HOME



# INDIVIDUAL & WHOLE GROUP DATA SCREENERS

2nd Grade Word Study Screener

## Spelling Assessment

**Directions:** You can complete this task whole group. Have students write the words on their recording sheet as you dictate and use each word in a sentence. Then, use the Spelling Analysis Tool to determine where to begin word study in the scope & sequence.

1. **web** The spider built a **web** on the porch to catch his dinner.
2. **fox** I saw an orange **fox** with a fluffy tail running through the woods.
3. **napkin** I use a **napkin** to wipe my mouth while I'm eating juicy watermelon.
4. **middle** A fish was swimming in the **middle** of the pond.
5. **clog** There was a **clog** in the drain, so the sink filled up with water.
6. **tulip** The beautiful yellow **tulip** was the perfect flower to give my mom.
7. **maple** The man collected sap from a **maple** tree to make syrup!
8. **chime** The grandfather clock will **chime** at 8:00.
9. **wishbone** Some people say a **wishbone** is a symbol for good luck.

Name: \_\_\_\_\_ 2nd Grade Word Study Screener

Date: \_\_\_\_\_

## Spelling Analysis Tool

Give the student the spelling assessment. Check off the skills below that the student wrote correctly for each word (regardless of how they spelled the rest of the word). Identify skills the student has mastered and those that they need more practice with. Use that data to determine where to begin word study in the scope & sequence.

	final e	long vowels	r-controlled	variant vowels	diphthongs	complex vowels
1. web						
2. fox						
3. napkin						
4. middle						
5. clog						
6. tulip		u <input type="checkbox"/>				
7. maple		a <input type="checkbox"/>				
8. chase	a_e <input type="checkbox"/>					
9. wishbone	o_e <input type="checkbox"/>					
10. snail		ai <input type="checkbox"/>				
11. tree		ee <input type="checkbox"/>				
12. might		igh <input type="checkbox"/>				
13. core			ore <input type="checkbox"/>			
14. birthday		ay <input type="checkbox"/>	ir <input type="checkbox"/>			
15. royal					oy <input type="checkbox"/>	
16. point					oi <input type="checkbox"/>	
17. sidewalk	i_e <input type="checkbox"/>					alk <input type="checkbox"/>
18. sunflower			er <input type="checkbox"/>		ow <input type="checkbox"/>	
19. football				oo <input type="checkbox"/>		all <input type="checkbox"/>
20. m				oo <input type="checkbox"/>		
21. correct	/3	/6	/3	/2	/3	/2

Name: \_\_\_\_\_ 2nd Grade Word Study Screener

Date: \_\_\_\_\_

## Spelling Analysis Tool

Give the student the spelling assessment. Check off the skills below that the student wrote correctly for each word (regardless of how they spelled the rest of the word). Identify skills the student has mastered and those that they need more practice with. Use that data to determine where to begin word study in the scope & sequence.

	short vowels	closed syllables	open syllables	schwa	consonant digraphs	graphemes
1. web	e <input checked="" type="checkbox"/>					
2. fox	o <input checked="" type="checkbox"/>					
3. napkin	a <input checked="" type="checkbox"/>	nap <input checked="" type="checkbox"/>		i <input type="checkbox"/>		
4. middle	i <input checked="" type="checkbox"/>	mid <input checked="" type="checkbox"/>				
5. clog	o <input checked="" type="checkbox"/>					
6. tulip			tu <input checked="" type="checkbox"/>	i <input type="checkbox"/>		
7. maple			ma <input type="checkbox"/>		ple <input type="checkbox"/>	
8. chime						ch <input type="checkbox"/>
9. wishbone	i <input checked="" type="checkbox"/>					sh <input type="checkbox"/>
10. snail						sn <input type="checkbox"/>
11. tree						tr <input type="checkbox"/>
12. might						
13. core						
14. birthday						th <input type="checkbox"/>
15. royal				a <input type="checkbox"/>		
16. point						nt <input type="checkbox"/>

Name: \_\_\_\_\_

Date: \_\_\_\_\_

2nd Grade Word Study Screener

## Student Recording Sheet

1. _____	8. _____	15. _____
2. _____	9. _____	16. _____
3. _____	10. _____	17. _____
4. _____	11. _____	18. _____
5. _____	12. _____	19. _____
6. _____	13. _____	20. _____
7. _____	14. _____	





# MASTER WORD LIST & SUGGESTED SCOPE & SEQUENCE

## Second Grade Scope & Sequence

1	Short Vowels	16	Vowel Team Syllables (ex. teammate, raincoat)
2	Closed Syllables (ex. napkin, carrot)	17	R-controlled ar
3	Closed & Consonant +le syllables (ex. cattle, paddle)	18	R-controlled er, ir, ur
4	l, r, s Blends	19	R-controlled or, ore
5	Final Blends	20	R-controlled Syllables (ex. starfish, farmer)
6	Open Syllables (ex. hi, duet, tulip)	21	R-controlled & Consonant +le Syllables (ex. marble, turtle)
7	Open & Consonant +le Syllables (ex. table, title)	22	Variant Vowel Short oo
8	Digraphs (sh, ch, tch, th, wh, _ng, ph)	23	Variant Vowel Long oo
9	Final e (a_e, o_e, i_e, u_e, e_e)	24	Diphthong ou, ow
10	Vowel + Consonant + e Syllables (ex. cupcake, bathrobe)	25	Diphthong oi, oy
11	Long a (a, ai, ay)	26	Complex Vowel /aw/ (au, aw, alk, alt, all)
12	Long e: (e, ee, ea, y, ey ie, ei)	27	Vowel Team Syllables - Diphthongs & Variant Vowels (ex. flower, balloon)
13	Long o: (o, oa, ow, oe)	28	Review Six Syllable Types
14	Long i: (i, igh, y, ie)	29	Other Final Stable Syllables (-ture, -sure, -ion, -tion, -sion)
15	Long u: (u, _ew, _ue)		

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## Second Grade Word Study List

Short Vowel	Closed Syllables & Schwa	Closed & Consonant +le Syllables	l, r, s Blends	Final Blends
bag cat pad van big lip pin	basket bottom blanket cactus carrot custom common	bottle battle bubble bundle cattle fizzle fiddle	blob clap flag glad plum sled crab	gift raft gulf self help pulp milk silk belt camp jump hand pond plant tent desk mask nest rest

Long a: e, ai, ay	Long e: e, ee, ea, y, ey, ie, ie	Long o: o, oa, ow, oe	Long i: i, igh, y, ie	Long u: u, ew, ue
aid aim braid brain chain mail nail point rain sail snail stain tail train clay gray hay pay play say spray sway tray	she bee feet seed sweep teeth tree beach clean leaf sea team candy happy jelly	boat coach loaf soap toad blow crow mow slow throw alone doe foe hoe oboe	cry dry fly fry sky why flight light right might right dries fries pie	music pupil menu unit few hew mew pew cue hue fuel rescue statue tissue value

R-controlled & Consonant +le Syllables	Variant Vowel: short oo	Variant Vowel: long oo	Diphthong: ow, ou	Diphthong: oi, oy
circle curdle gargle hurdle marble purple sparkle startle turtle	book cook foot good hood hoof hook look shook stood took wood woof wool	balloon bloom boot broom cool food groom hoop loop moon pool roof school scoop spoon stool tooth zoo	bow brown caw clown crown down frown gown howl now owl plow cloud couch house mouse mouth round south sprout	boil brail coil coin fall hoist oil point soil boy coy joy loyal oyster royal toy soy

Complex Vowel: aw, all, alk, alt	Vowel Team Syllables: Diphthong & Variant Vowels	Review: Six Syllable Types	Other Final Stable Syllables: -ture, -sure, -ion, -tion, -sion
chalk talk walk sidewalk call ball small fall wall claw crawl draw fawn hawk lawn paw saw yawn halt salt	afternoon balloon birdhouse bedroom cowboy doghouse flower footprint football lighthouse outside raccoon rooster toothbrush touchdown sausage seesaw sunflower	cactus rabbit bottle donut lion table campfire handshake crayon mailbox teapot burger hairbrush circle turtle football rooster seesaw	adventure future fracture nature picture addition invitation lotion nation vacation measure pleasure treasure division



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