

Grade 2

**Directions:** Use this tool to plan instruction based on results from the Spelling task (GK-1), with groups where spelling will be an instructional focus. For each student, transfer the totals for each category from the Student Record Sheet.

BOY  
  MOY  
  EOY

	Student	Consonant	Short Vowel	Long Vowel	Consonant Blend	Consonant Digraph*	Vowel Digraph or Diphthong**	r-Controlled Vowel	Ending	Compound Word	Notes
Group 1											
Group 2											
Group 3											
Group 4											
<b>Intervention Activities Guide***</b>		Initial Consonant Substitution Page 62	Middle Vowel Substitution Page 66	Long Vowel Sounds Page 72	Blend Substitution Page 68	Consonant Digraphs Page 77	Short Vowel Sounds Page 69	r-Controlled Vowels Page 76	Inflectional Endings Page 90	Compound Words Page 96	

\*(e.g., sh, ch, ck)  
 \*\*(e.g., ea, ow)

\*\*\*Before targeting skills and concepts that are challenging for students, focus on easier skills and concepts to confirm students have a strong foundation. As students master activities in one GK section of the IAG, move to a different GK section. Earlier sections usually provide activities that are easier than those in later sections.