

Grade 2 Foundations Scope and Sequence

| Week | Phonemic Awareness/ Phonological Awareness | Foundations Concepts within Units | Word of the Day | Trick (Word Wall) Words |
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| Orientation- 2 days | | | | |
| Unit 1 Week 1 | Review blending & segmenting up to six sounds (tap) Digraphs get one tap | Letter- keyword- sounds for consonants, short vowels, and digraphs Spelling of /k/ Concepts of a digraph, consonant and digraph blends Closed syllable | rich, shred | NA |
| Unit 1 Week 2 | | | flock, blend | NA |
| Unit 2 Week 1 | | Blending, reading, segmenting, and spelling words with bonus letters (ff,ll,ss and sometimes zz) and glued sounds: all, am, an, ang, ing, ong, ung, ank, ink, unk, onk Trick words Prosody, fluent passage reading Story telling Vowel teams for reading: ar, er, ir, or,ur | toss, stall | shall, full, pull |
| Unit 2 Week 2 | | | chunk, stamp | both, talk, walk |
| Unit 3 Week 1 | Review blending & segmenting up to six sounds (tap) Glued sounds get one tap | Closed syllable exceptions Glued sounds: ild, ind, old, olt ost Story Retelling Vowel teams for reading; ai, ay, ea,ee,ey,oi,oy | mind, bolt | done, goes, pretty |
| Unit 4 Week 1 | | Review Suffix: -s,-es,-ed, -ing Additional sounds of -ed suffix /d/,/t/ Comparison suffixes: -er,-est Spelling procedures for words with suffixes | thicker, softest | again, please, animal |

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| Unit 4 Week 2 | | Forming plurals Forming present and past tense Categorizing vowel and consonant suffixes Vowel teams for reading; oa, oe, ow, ou, oo, ue, ew | swelled, checked | sure, use, used |
| Unit 5 Week 1 | | Reading and spelling 2 syllable words Review syllable concept in multisyllabic words Compound words Syllable division rules for dividing between closed syllables | disrupt, mimic | against, knew, know |
| Unit 5 Week 2 | | Procedures for spelling multisyllabic words Spelling ic ant the end of multisyllabic words New suffixes: ful, ment, ness, less, able, en, ish Prefixes: mis, un, non, dis, trans Vowel teams for reading; au, aw | handful, kindness | always, often, once |
| Unit 6 Week 1 | Review blending & segmenting Tap basewords - not suffix | Review v-e syllables and exception -ive Suffix -ive s- /s/ and /z/ | doze, rise | only, house, move |
| Unit 6 Week 2 | | Spelling option procedures Multisyllabic word work- closed and v-e Prefixes | reptile, adjective | right, place, together |
| Unit 7 Week 1 | | Open syllable y as a vowel Combining closed, v-e and open syllables Additional syllable division rules | shy, predict | eight, large, change |
| Unit 7 Week 2 | | y, ly, ty suffixes | cozy, duty | city, every, family |
| Unit 7 Week 3 | | | safely, bravely | night, carry, |

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| | | | | something |
| Unit 8 Week 1 | Segment multi syllable words into syllables (clap or tap table) Segment each syllable into phonemes (tap) Segment spoken syllables in two syllable words (tap) | R controlled syllable Sounds of ar, or Combining closed, v-e, open and r controlled syllables | harm, forbid | world, answer, different |
| Unit 9 Week 1 | | Sound options for /er/ er, ir, ur Spelling option procedures for /er/ sound Combining r controlled syllables with /er/ with other syllables Dictionary skills | verb, squirm | picture, learn, earth |
| Unit 9 Week 2 | | | thirsty, return | father, brother, mother |
| Unit 10 Week 1 | Segment multi syllable words with v-c-e into syllables Blend isolated phonemes to form two syllable words | Double vowel syllable type: ai,ay Spelling options for long /a/ sound Combining syllable types Homophones | drain, sway | great, country, away |
| Unit 10 Week 2 | | | complain, delay | America, school, thought |
| Unit 11 Week 1 | | Double vowel syllable type: ee,ea,ey Spelling option procedures for long /e/ | heal, speech | whose, won, son |
| Unit 11 Week 2 | | | valley, greedy | breakfast, head, ready |
| Unit 12 Week 1 | Segment multi-syllable words with open syllables into syllables Blend isolated phonemes to form two syllable words | Double vowel syllable type: oi,oy Spelling generalizations for /oi/ sound | spoil, destroy | favorite, early, ocean |
| Unit 13 Week 1 | | | Double vowel syllable type: oa,oe,ow | coach, |

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| | | Spelling option procedures for long /o/ sound Review of suffix endings | flow | Tuesday, cousin |
| Unit 13 Week 2 | | | follow, foamy | lose, tomorrow, beautiful |
| Unit 14 Week 1 | Segment multi-syllable words with -r controlled syllables Blend isolated phonemes to form two syllable words | Double vowel syllable type: ou,ow Flexibility in sound choices for reading Spelling generalizations of /ou/ sound | noun | Wednesda y, Thursday, Saturday |
| Unit 14 Week 2 | | | tower, compound | bought, brought, piece |
| Unit 15 Week 1 | | Double vowel syllable type: oo,ou,ew,ue The long /u/ sound of ue Spelling option procedures for both sounds of long u | smooth, group | January, February, July |
| Unit 15 Week 2 | rescue, crew | | enough, special, December | |
| Unit 16 Week 1 | | Double vowel syllable type: au,aw Spelling option procedures for both sounds of /o/ | launch, dawn | August, laugh, daughter |
| Unit 17 Week 1 | | Consonant-le syllable type Spelling consonant-le syllables Review of all 6 syllable types | fable, pebble | trouble, couple, young |
| Unit 17 Week 2 | | | tackle, handle | - |

