



# Grade 2 Scope & Sequence

## UNIT 1: Getting Along with Others

WEEK	PHONICS	WORD ANALYSIS	SPELLING	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
<b>1</b>	<ul style="list-style-type: none"> <li>Short Vowels</li> <li>Review: Double Final Consonants, Digraph -ck</li> </ul>	<ul style="list-style-type: none"> <li>Plurals with -s</li> </ul>	<ul style="list-style-type: none"> <li>Words with Short Vowels</li> </ul>	<ul style="list-style-type: none"> <li><i>do, that, the, to, you</i></li> </ul>	<ul style="list-style-type: none"> <li>Appropriate Phrasing</li> </ul>	<b>care helpful problem thank</b>
<b>2</b>	<ul style="list-style-type: none"> <li>Digraphs: <i>ch-, sh-, th-, wh-</i></li> </ul>	<ul style="list-style-type: none"> <li>Compound Words</li> </ul>	<ul style="list-style-type: none"> <li>Words with Beginning Digraphs</li> </ul>	<ul style="list-style-type: none"> <li><i>her, of, see, their, they, what</i></li> </ul>	<ul style="list-style-type: none"> <li>Intonation/Inflection</li> </ul>	
<b>3</b>	<ul style="list-style-type: none"> <li>Digraphs: <i>-ch, -tch, -sh, -th, -ng</i></li> </ul>	<ul style="list-style-type: none"> <li>Closed Syllable Patterns</li> </ul>	<ul style="list-style-type: none"> <li>Words with Ending Digraphs</li> </ul>	<ul style="list-style-type: none"> <li><i>are, each, from, like, make, was</i></li> </ul>	<ul style="list-style-type: none"> <li>Accuracy</li> </ul>	
<b>4</b>	<ul style="list-style-type: none"> <li>Beginning <i>r</i>-Blends: <i>br-, cr-, dr-, fr-, gr-, tr-</i></li> <li>Beginning <i>l</i>-Blends: <i>bl-, cl-, fl-, gl-, pl-</i></li> <li>Beginning <i>s</i>-Blends: <i>sc-, sk-, sl-, sm-, sn-, sp-, st-, sw-</i></li> </ul>	<ul style="list-style-type: none"> <li>Inflectional Endings <i>-ed, -ing</i> (no spelling changes)</li> </ul>	<ul style="list-style-type: none"> <li>Words with <i>r</i>-Blends, <i>l</i>-Blends, <i>s</i>-Blends</li> </ul>	<ul style="list-style-type: none"> <li><i>be, he, place, she, there, we</i></li> </ul>	<ul style="list-style-type: none"> <li>Expression</li> </ul>	
<b>5</b>	<ul style="list-style-type: none"> <li>Ending Blends: <i>-nt, -mp, -sk, -st, -nd</i></li> </ul>	<ul style="list-style-type: none"> <li>Inflectional Endings <i>-s, -es</i> (no spelling changes)</li> </ul>	<ul style="list-style-type: none"> <li>Words with Ending Blends: <i>-nt, -mp, -sk, -st, -nd</i></li> </ul>	<ul style="list-style-type: none"> <li><i>first, for, go, into, or, so</i></li> </ul>	<ul style="list-style-type: none"> <li>Rate/Pacing</li> </ul>	



## Grade 2 Scope & Sequence *continued*

UNIT 2: Making Art						
WEEK	PHONICS	WORD ANALYSIS	SPELLING	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
<b>6</b>	<ul style="list-style-type: none"> <li>Final e: <i>a_e, i_e, o_e, u_e, e_e</i></li> <li>Short and Long Vowels</li> </ul>	<ul style="list-style-type: none"> <li>Final e Syllable Patterns</li> </ul>	<ul style="list-style-type: none"> <li>Words with Final e</li> </ul>	<ul style="list-style-type: none"> <li><i>by, down, my, said</i></li> </ul>	<ul style="list-style-type: none"> <li>Appropriate Phrasing</li> </ul>	<b>art artist light paint</b>
<b>7</b>	<ul style="list-style-type: none"> <li>Soft <i>c, g</i></li> </ul>	<ul style="list-style-type: none"> <li>Inflectional Endings <i>-ed, -ing</i> (double final consonant, drop final e)</li> </ul>	<ul style="list-style-type: none"> <li>Words with Soft <i>c, g</i></li> </ul>	<ul style="list-style-type: none"> <li><i>come, large, once, some</i></li> </ul>	<ul style="list-style-type: none"> <li>Intonation/Inflection</li> </ul>	
<b>8</b>	<ul style="list-style-type: none"> <li>Three-Letter Blends: <i>str-, spl-, spr-, scr-, thr-, shr-</i></li> </ul>	<ul style="list-style-type: none"> <li>Possessives (singular, plural)</li> </ul>	<ul style="list-style-type: none"> <li>Words with Three-Letter Blends: <i>str, spl, spr, scr, thr, shr</i></li> </ul>	<ul style="list-style-type: none"> <li><i>could, have, through, would</i></li> </ul>	<ul style="list-style-type: none"> <li>Rate/Pacing</li> </ul>	
<b>9</b>	<ul style="list-style-type: none"> <li>Long <i>a: a, ai, ay, ea, eigh, ey</i></li> </ul>	<ul style="list-style-type: none"> <li>Open Syllable Patterns</li> </ul>	<ul style="list-style-type: none"> <li>Words with Long <i>a: a, ai, ay, ea, eigh, ey</i></li> </ul>	<ul style="list-style-type: none"> <li><i>about, always, out, were</i></li> </ul>	<ul style="list-style-type: none"> <li>Accuracy</li> </ul>	
<b>10</b>	<ul style="list-style-type: none"> <li>Long <i>e: e, ee, ea, ie, y, ey</i></li> </ul>	<ul style="list-style-type: none"> <li>Inflectional Endings (change <i>y</i> to <i>i</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Words with Long <i>e: e, ee, ea, ie, y, ey</i></li> </ul>	<ul style="list-style-type: none"> <li><i>most, too, very, who</i></li> </ul>	<ul style="list-style-type: none"> <li>Expression</li> </ul>	

UNIT 3: What's That Habitat?						
WEEK	PHONICS	WORD ANALYSIS	SPELLING	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
<b>11</b>	<ul style="list-style-type: none"> <li>Long <i>i: i, y, igh, ie</i></li> </ul>	<ul style="list-style-type: none"> <li>Contraction with <i>'s, 't</i></li> </ul>	<ul style="list-style-type: none"> <li>Words with Long <i>i: i, y, igh, ie</i></li> </ul>	<ul style="list-style-type: none"> <li><i>also, been, look, good</i></li> </ul>	<ul style="list-style-type: none"> <li>Expression</li> </ul>	<b>animal bird habitat water</b>
<b>12</b>	<ul style="list-style-type: none"> <li>Long <i>o: o, oa, ow, oe</i></li> </ul>	<ul style="list-style-type: none"> <li>Vowel Team Syllable Patterns</li> </ul>	<ul style="list-style-type: none"> <li>Words with Long <i>o: o, oa, ow, oe</i></li> </ul>	<ul style="list-style-type: none"> <li><i>know, new, over, people</i></li> </ul>	<ul style="list-style-type: none"> <li>Appropriate Phrasing</li> </ul>	
<b>13</b>	<ul style="list-style-type: none"> <li>Long <i>u: ue, u, ew, u_e</i></li> </ul>	<ul style="list-style-type: none"> <li>Prefixes <i>re-, pre-</i></li> </ul>	<ul style="list-style-type: none"> <li>Words with Long <i>u: ue, u, ew, u_e</i></li> </ul>	<ul style="list-style-type: none"> <li><i>because, word, work, write</i></li> </ul>	<ul style="list-style-type: none"> <li>Intonation/Inflection</li> </ul>	
<b>14</b>	<ul style="list-style-type: none"> <li>Silent Letters: <i>wr, kn, gn, mb, sc</i></li> </ul>	<ul style="list-style-type: none"> <li>Prefixes <i>un-, dis-</i></li> </ul>	<ul style="list-style-type: none"> <li>Words with Silent Letters: <i>wr, kn, gn, mb, sc</i></li> </ul>	<ul style="list-style-type: none"> <li><i>after, one, warm, your</i></li> </ul>	<ul style="list-style-type: none"> <li>Accuracy</li> </ul>	
<b>15</b>	<ul style="list-style-type: none"> <li><i>r</i>-Controlled Vowel: <i>ar</i></li> </ul>	<ul style="list-style-type: none"> <li><i>r</i>-Controlled Vowel Syllable Patterns</li> </ul>	<ul style="list-style-type: none"> <li>Words with <i>r</i>-Controlled Vowel <i>ar</i></li> </ul>	<ul style="list-style-type: none"> <li><i>more, now, only, our</i></li> </ul>	<ul style="list-style-type: none"> <li>Rate/Pacing</li> </ul>	



## Grade 2 Scope & Sequence *continued*

### UNIT 4: It's on the Map!

WEEK	PHONICS	WORD ANALYSIS	SPELLING	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
<b>16</b>	• <i>r</i> -Controlled Vowels: <i>er, ir, ur, or</i>	• Consonant + <i>le</i> Syllable Patterns	• Words with <i>r</i> -Controlled Vowels: <i>er, ir, ur, or</i>	• <i>move, other, water, where</i>	• Accuracy	<b>capital continent country island</b>
<b>17</b>	• <i>r</i> -Controlled Vowels: <i>or, ore, oar</i>	• Comparative Endings <i>-er, -est</i>	• Words with <i>r</i> -Controlled Vowels: <i>or, ore, oar</i>	• <i>does, give, school, sentence</i>	• Expression	
<b>18</b>	• <i>r</i> -Controlled Vowels: <i>eer, ere, ear</i>	• Suffixes <i>-ful, -less</i>	• Words with <i>r</i> -Controlled Vowels: <i>eer, ere, ear</i>	• <i>again, buy, picture, soon</i>	• Appropriate Phrasing	
<b>19</b>	• <i>r</i> -Controlled Vowels: <i>are, air, ear, ere</i>	• Suffixes <i>-y, -ly</i>	• Words with <i>r</i> -Controlled Vowels: <i>are, air, ear, ere</i>	• <i>answer, full, little, pull</i>	• Intonation/Inflection	
<b>20</b>	• Diphthongs: <i>ou, ow</i>	• Suffixes <i>-er, -or</i>	• Words with Diphthongs: <i>ou, ow</i>	• <i>house, live, pretty, read</i>	• Rate/Pacing	

### UNIT 5: Tell Me About It

WEEK	PHONICS	WORD ANALYSIS	SPELLING	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
<b>21</b>	• Diphthongs: <i>oi, oy</i>	• Vowel Team Syllable Patterns	• Words with Diphthongs: <i>oi, oy</i>	• <i>eye, head, laugh, please</i>	• Appropriate Phrasing	<b>create imagine special thought</b>
<b>22</b>	• Variant Vowels: <i>oo, ou, u</i>	• Contractions with <i>not</i>	• Words with Variant Vowels: <i>oo, ou, u</i>	• <i>above, almost, done, upon</i>	• Intonation/Inflection	
<b>23</b>	• Variant Vowels: <i>oo, ou, u_e, ew, ue</i>	• Contractions with <i>'ll, 've, 'm, 're, 's</i>	• Words with Variant Vowels: <i>oo, ou, u_e, ew, ue</i>	• <i>animal, country, earth, wash</i>	• Expression	
<b>24</b>	• Variant Vowels: <i>aw, au, a(l)</i>	• Irregular Plurals	• Words with Variant Vowels: <i>aw, au, a(l)</i>	• <i>another, friends, together, usually</i>	• Accuracy	
<b>25</b>	• Short Vowel Digraphs: <i>ea, ou, y</i>	• Compound Words	• Words with Short Vowel Digraphs: <i>ea, ou, y</i>	• <i>along, example, heard, sure</i>	• Rate/Pacing	



## Grade 2 Scope & Sequence *continued*

UNIT 6: Landforms						
WEEK	PHONICS	WORD ANALYSIS	SPELLING	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
<b>26</b>	<ul style="list-style-type: none"> <li>Closed and Open Syllable Patterns</li> </ul>	<ul style="list-style-type: none"> <li>Inflectional Endings (with spelling changes)</li> </ul>	<ul style="list-style-type: none"> <li>Words with Closed and Open Syllable Patterns</li> </ul>	<ul style="list-style-type: none"> <li><i>become, ever, questions, today</i></li> </ul>	<ul style="list-style-type: none"> <li>Expression</li> </ul>	<b>canyon erosion feature mountain</b>
<b>27</b>	<ul style="list-style-type: none"> <li>Final e Syllable Patterns</li> </ul>	<ul style="list-style-type: none"> <li>Prefixes: <i>re-, pre-, un-, dis-</i></li> </ul>	<ul style="list-style-type: none"> <li>Words with Final e Syllable Patterns</li> </ul>	<ul style="list-style-type: none"> <li><i>color, during, early, hours</i></li> </ul>	<ul style="list-style-type: none"> <li>Intonation/Inflection</li> </ul>	
<b>28</b>	<ul style="list-style-type: none"> <li><i>r</i>-Controlled Vowel Syllable Patterns</li> </ul>	<ul style="list-style-type: none"> <li>Suffixes: <i>-er, -or, -ly, -y, ful, -less</i></li> </ul>	<ul style="list-style-type: none"> <li>Words with <i>r</i>-Controlled Vowel Syllable Patterns</li> </ul>	<ul style="list-style-type: none"> <li><i>father, finally, listen, mother</i></li> </ul>	<ul style="list-style-type: none"> <li>Appropriate Phrasing</li> </ul>	
<b>29</b>	<ul style="list-style-type: none"> <li>Final Stable Syllable Patterns: <i>-sion, -tion, -le, -el, -al</i></li> </ul>	<ul style="list-style-type: none"> <li>Suffix: <i>-ion</i></li> </ul>	<ul style="list-style-type: none"> <li>Words with Final Stable Syllable Patterns</li> </ul>	<ul style="list-style-type: none"> <li><i>area, building, measure, nothing</i></li> </ul>	<ul style="list-style-type: none"> <li>Accuracy</li> </ul>	
<b>30</b>	<ul style="list-style-type: none"> <li>Vowel Team Syllable Patterns</li> </ul>	<ul style="list-style-type: none"> <li>Reading Big Words: Three (or more) Syllables</li> </ul>	<ul style="list-style-type: none"> <li>Words with Vowel Team Syllable Patterns</li> </ul>	<ul style="list-style-type: none"> <li><i>certain, enough, special, strong</i></li> </ul>	<ul style="list-style-type: none"> <li>Rate/Pacing</li> </ul>	