



Grade 2 Scope & Sequence

UNIT 1: Getting Along with Others

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



Grade 2 Scope & Sequence *continued*

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

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



Grade 2 Scope & Sequence *continued*

UNIT 4: It's on the Map!						
WEEK	PHONICS	WORD ANALYSIS	SPELLING	HIGH-FREQUENCY WORDS	FLUENCY	UNIT WORDS
16	• <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	capital continent country island
17	• <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	
18	• <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	
19	• <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	
20	• 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
21	• Diphthongs: <i>oi, oy</i>	• Vowel Team Syllable Patterns	• Words with Diphthongs: <i>oi, oy</i>	• <i>eye, head, laugh, please</i>	• Appropriate Phrasing	create imagine special thought
22	• 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	
23	• 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	
24	• 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	
25	• 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
26	• Closed and Open Syllable Patterns	• Inflectional Endings (with spelling changes)	• Words with Closed and Open Syllable Patterns	• <i>become, ever, questions, today</i>	• Expression	canyon erosion feature mountain
27	• Final e Syllable Patterns	• Prefixes: <i>re-, pre-, un-, dis-</i>	• Words with Final e Syllable Patterns	• <i>color, during, early, hours</i>	• Intonation/Inflection	
28	• <i>r</i> -Controlled Vowel Syllable Patterns	• Suffixes: <i>-er, -or, -ly, -y, ful, -less</i>	• Words with <i>r</i> -Controlled Vowel Syllable Patterns	• <i>father, finally, listen, mother</i>	• Appropriate Phrasing	
29	• Final Stable Syllable Patterns: <i>-sion, -tion, -le, -el, -al</i>	• Suffix: <i>-ion</i>	• Words with Final Stable Syllable Patterns	• <i>area, building, measure, nothing</i>	• Accuracy	
30	• Vowel Team Syllable Patterns	• Reading Big Words: Three (or more) Syllables	• Words with Vowel Team Syllable Patterns	• <i>certain, enough, special, strong</i>	• Rate/Pacing	