

FUNDATIONS LEVEL 2 SCOPE AND SEQUENCE

Second Grade Curriculum Map

By the end of Level 2, second grade students will be able to:

- Segment syllables into sounds (phonemes) up to six sounds
- Identify word structures such as vowels, consonants, blends, digraphs, digraph blends
- Identify parts of words (syllables, basewords, suffixes)
- Identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, consonant-le
- Read and spell words with short vowels
- Read and spell words with long vowels in vowel-consonant-e and open syllables
- Read and spell words with r-controlled vowels (**ar, er, ir, or, ur**)
- Read and spell words with vowel teams (**ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw**)
- Read and spell words with unexpected vowel sounds (**old, ild, ind, ost, olt, ive**)
- Read and spell words with suffixes (**s, es, ed, ing, est, ish, able, ive, y, ful, ment, less, ness, ly, ty**)
- Read and spell phonetically regular one, two, and three-syllable words
- Read and spell Trick Words or targeted high-frequency words
- Divide multisyllabic words
- Construct sentences using vocabulary words
- Use synonyms
- Know several multiple meaning words
- Apply dictionary skills
- Use correct writing position and pencil grip
- Write clear, legible manuscript at an appropriate rate
- Spell words with options for the grapheme representation for sounds with use of a spell checker or dictionary
- Apply correct language mechanics skills (punctuation and capitalization skills)
- Read controlled stories with fluency, expression and understanding
- **Read approximately 90 words per minute with fluency and understanding**
- Retell short narrative stories
- Retell facts from expository text
- Locate facts and details in narrative and expository writing
- Skim for information
- Make judgments, predictions from given facts

TIER 1 WHOLE GROUP DAILY 30 MINUTE LESSON

TIER 1B is individual targeted instruction during the lesson.

TIER 2 SMALL GROUP LESSON (30 minutes three to five times per week for struggling general education students)

Units 1 through 5

***Construct Tier 2 lessons based on Foundations diagnostic assessments.**
*** Administer Foundations CBM biweekly to monitor progress.**

Day 1

1. Drill sounds with focus on student needs
2. Segment and blend words for reading
3. "Word Talk" vocabulary words
4. Flash cards for Trick Words

Day 2

1. Drill sounds using large and standard sound cards
2. Fluency drills with sounds, words, non-real words, Trick Words and phrases
3. Group practice and chart success for individuals

Day 3

1. Drill sounds.
2. Echo Find Letters/ Words
3. Dictation sounds, words and trick words (dry erase)
4. Fluency drills sounds and words

Day 4

1. Drill sounds with focus on student needs
2. "Word Talk" vocabulary words
3. Flash cards for Trick Words
4. Fluency drills Trick Words and non-real words and chart success for individuals

Day 5

1. Drill Sounds
2. Fluency drills for phrases
3. Group practice and chart success for individuals
4. Work on prosody with unit story

Unit 1 (2 weeks) August

-Letter-keyword-sound for consonants and vowels
-Concept of consonant digraphs
-Letter-keyword-sound for digraphs
-Concept of consonant blends
-Concept of digraph blends
-Spelling of /k/ sound
-Closed syllable type
-Sample words: **quilt, elf, shred, kick, crush**

Unit 2 (2 weeks) September

-Bonus letter spelling rule: **ff, ll, ss, and sometimes zz**
-Glued sounds: **all, am, an, ang, ing, ong, ung, ank, ink, onk, unk**
-Blending and reading words with glued sounds
-Segmenting and spelling words with bonus letters and glued sounds
-Prosody
-Story retelling
-**ai, ay, ee, ea, ey**
-Sample words: **spill, string, stand, toss**

Unit 3 (1 week) September

-Concept of closed syllable exceptions
-Glued sounds: **ild, ink, old, olt, ost**
-Story retelling
-Fluent passage reading
-**oi and oy**
-Trick Words: **when, which, again, away, more**
-Sample words: **wild, fink, cold, colt, post**

Unit 4 (2 weeks) October

-Review suffixes: **s, es, ed, ing**
-Comparison suffixes: **er, est**
-Additional sounds of **-ed** suffix /d/, /t/
-Spelling procedure for words with suffixes
-Forming plurals -Forming present and past tense
-Categorizing vowel and consonant suffixes
-Fluent passage reading
-Making judgments and predictions from given facts
-**oa, oe, ow, ou, oo, ue, ew**
-Trick Words: **even their, animal, here, use, used**
-Sample words: **stronger, tallest, spilled, passed**

Unit 5 (2 weeks) October

-Reading and spelling two-syllable words
-Review syllable concept in multisyllabic words
-Compound words
-Syllable division rules for dividing between closed syllables
-Procedure for spelling words with more than one syllable
-Spelling of *ic* at the end of multisyllabic words
-New suffixes: **ful, ment, ness, less, able, en, ish**
-**au and aw**
-Trick Words: **water, knew, know**
-Sample words: **catnip, habit, tonic, mascot, hundred, freshen, boldness**

Fundations Level 2 Scope and Sequence continued

TIER 1 WHOLE GROUP DAILY 30 MINUTE LESSON		TIER 2 SMALL GROUP LESSON (30 minutes three to five times per week for struggling general education students)
TIER 1B is individual targeted instruction during the lesson.		
<p>Unit 6 (2 weeks) November -Review vowel-consonant-e syllables -s-/s/ and /z/ -Spelling option procedure -Two-syllable words with closed and vowel-consonant-e syllables -Compound words -Vowel-consonant-e exception (-ive) -Suffix -ive -Trick Words: often, house, move, right, place, together -Sample words: hope, confuse, reptile, olive, inventive</p> <p>Unit 7 (2 weeks) November ► December -Open syllable type -y as a vowel -Combining open syllables with closed and vowel-consonant-e syllables -Additional syllable division rules -y, ly, ty suffixes -Trick Words: why, large, change, city, every, family -Sample words: no, music, relate, cry, baby, chilly</p> <p>Unit 8 (2 weeks) December ► January -R-controlled syllable type -Sounds of ar and or -Combining r-controlled syllables with other syllable types -Trick Words: world, answer, eye, carry, something, different -Sample words: fort, part, orbit, party</p> <p>Unit 9 (2 weeks) January -Sound of er, ir, and ur -Spelling option procedure for /er/ sound -Combining r-controlled syllables with er, ir, and ur with other syllable types -Dictionary skills -Trick words: picture, learn, earth -Sample words: burst, termite, dirty</p> <p>Unit 10 (2 weeks) January ► February -Double vowel syllable type -Sounds of ai and ay -Use of spelling option procedure for long /a/ sound -combining all types of syllables -Homophones -Tricks Words: great, country, America, example, thought -Sample words: paint, display</p> <p>Unit 11 (2 weeks) February ► March -Sounds of ee, ea, and ey -Use of spelling option procedure for long /e/ sound -Trick Words: too, school, son, breakfast, head, ready -Sample words: cheap, keep, chimney</p>	<p>Unit 12 (2 weeks) March -Sounds of oi and oy -Spelling generalizations of /oi/ sound -Trick Words: mother, father, brother, neighbor, early, ocean -Sample words: moist, toys, paperboy</p> <p>Unit 13 (2 weeks) March -The long /o/ sound of oa, oe, and ow -Use of spelling option procedure for long /o/ sound -Review of suffix endings -Trick Words: Monday, Tuesday, cousin, lose, dance, beautiful -Sample words: road, doe, grown</p> <p>Unit 14 (2 weeks) March ► April -The/ou/ sound of ou and ow -Flexibility in sound choices for reading -Spelling generalizations of /ou/ sound -Trick Words: Wednesday, Thursday, Saturday, bought, library, piece -Sample words: sample, drown, plow</p> <p>Unit 15 (2 weeks) April -The / ū / sound of oo, ou, ue, and ew -The long /u/ sound of ue -Use of spelling option procedure for long /u/ and /ū/ sounds -Trick Words: January, February, July, enough, special, paste -Sample words: spoon, soup, overdue, blew, argue</p> <p>Unit 16 (1 week) April ► May -Sounds of au and aw -Spelling generalizations for the /ā/ sound -Trick Words: August, December, daughter -Sample words: claw, aunt</p> <p>Unit 17 (2 weeks) May -Consonant-le syllable type -Spelling consonant-le words -Review of all 6 syllable types -Trick Words: laugh, favorite, sugar, trouble, couple, young -Sample words: gobble, tumble, noble</p>	<p>Units 6 through 17</p> <p>*Construct Tier 2 lessons based on Foundations diagnostic assessments. *Administer Foundations CBM biweekly to monitor progress.</p> <p>Day 1</p> <ol style="list-style-type: none"> 1. Drill sounds with focus on student needs 2. Segment and blend words for reading 3. “Word Talk” vocabulary words 4. Flash cards for Trick Words <p>Day 2</p> <ol style="list-style-type: none"> 1. Drill sounds using large and standard sound cards 2. Fluency drills with sounds, words, non-real words, Trick Words and phrases 3. Group practice and chart success for individuals <p>Day 3</p> <ol style="list-style-type: none"> 1. Drill sounds. 2. Echo Find Letters/ Words 3. Dictation sounds, words and Trick Words (dry erase) 4. Fluency drills sounds and words <p>Day 4</p> <ol style="list-style-type: none"> 1. Drill sounds with focus on student needs 2. “Word Talk” vocabulary words 3. Flash cards for Trick Words 4. Fluency drills Trick Words and non-real words and chart success for individuals <p>Day 5</p> <ol style="list-style-type: none"> 1. Drill Sounds 2. Fluency drills for phrases 3. Group practice and chart success for individuals 4. Work on prosody with unit story