

GRADE 2

Integrated Literacy Scope and Sequence

SAVVAS myView Literacy 2025 + Heggerty Bridge to Reading

2026-2027 School Year

Instructional model	myView builds knowledge, comprehension, vocabulary, oral language, and writing. Bridge to Reading provides cumulative phonics, word analysis, encoding, red words, connected-text reading, morphology, and fluency.
Year-end outcome	Students apply increasingly complex phonics, syllable, and morphological knowledge to accurate, fluent reading and writing while building comprehension and knowledge for Grade 3 readiness.
Source basis	2025-2026 Grade 2 myView pacing guide and Grade 2 Bridge to Reading pacing guide, aligned to the revised 2026-2027 district calendar and assessment plan.

How the Two Programs Work Together

The Grade 2 myView guide explicitly directs teachers to use Bridge to Reading for phonics and phonemic awareness. The programs are coordinated rather than resequenced: myView retains knowledge, comprehension, vocabulary, discussion, and writing, while Bridge to Reading remains the protected foundational-skills, word-analysis, and fluency block. After the initial review, phonemic-awareness work becomes targeted small-group intervention as needed.

Non-Negotiable Grade 2 Literacy Blocks

- myView knowledge-building, interactive read-aloud, comprehension, vocabulary, discussion, and writing.
- Daily explicit Bridge to Reading phonics, word-analysis, encoding, and fluency lessons in the published cumulative order; provide phonemic-awareness intervention as needed.
- Encoding, sentence dictation, and red-word practice connected only to taught patterns.
- Daily connected decodable reading and systematic fluency practice.
- Responsive small-group instruction based on diagnostic and weekly evidence.
- Rich oral language and authentic reading/writing alongside controlled-text practice.

Year-at-a-Glance

Cycle / Dates	myView / Launch	IB Connection	Bridge Weeks	Priority Standards
0 September 3-25, 2026	Literacy Launch	Who We Are	BTR Weeks 1-2	2RF3, 2RF4, 2SL1, 2SL3, 2SL6
1 September 28-October 30, 2026	You Are Here	Who We Are / How We Organize Ourselves	BTR Weeks 3-7	2R1, 2R2, 2R3, 2R5, 2R7, 2RF4
2 November 2-December 4, 2026	Nature's Wonders	Sharing the Planet	BTR Weeks 8-10 plus consolidation	2R1, 2R2, 2R3, 2R5, 2R6, 2RF3
3 December 7, 2026-February 5, 2027	Expressions	How We Express Ourselves	BTR Weeks 11-17	2R1, 2R2, 2R5, 2R8, 2R9, 2RF4
4 February 8-March 19, 2027	Making History	Where We Are in Place and Time	BTR Weeks 18-23	2R1, 2R2, 2R5, 2R7, 2R9, 2RF4
5 March 22-June 25, 2027	Our World	How the World Works	BTR Weeks 24-34	2R1, 2R2, 2R5, 2R7, 2R9, 2RF3, 2RF4

Bridge week numbers control the foundational-skills sequence. Calendar interruptions create review, consolidation, or catch-up days rather than skipped concepts.

Launch: Literacy Launch

September 3-25, 2026

IB connection	Who We Are
Essential question	How do readers and writers build an independent learning community?
myView genre / text type	Interactive read-alouds, classroom texts, fluency passages, and decodable review
Bridge to Reading alignment	BTR Weeks 1-2: short-vowel review in CVC/CCVC words, inflectional endings, doubled final consonants, closed syllables, phoneme blending/segmentation/substitution, and fluency baselines.

Standards and Learning Outcomes

Standard	Grade 2 expectation
2RF3	Know and apply phonics and word-analysis skills in decoding words.
2RF4	Read grade-level text with sufficient accuracy and fluency to support comprehension.
2SL1	Participate in collaborative conversations with diverse peers and adults.
2SL3	Develop and answer questions about a speaker and provide reasons when agreeing or disagreeing.
2SL6	Express thoughts, feelings, and ideas clearly, adapting language to context.

Student-Friendly Learning Targets

- I can apply classroom literacy routines independently.
- I can blend, segment, and substitute phonemes.
- I can review short vowels, endings, and closed syllables.
- I can read connected text with attention to rate, accuracy, and prosody.
- I can discuss texts and explain my thinking.

Launch Texts and Experiences

Use classroom and school texts, fluency passages, cumulative decodables, and interactive read-alouds to establish independent Grade 2 literacy routines.

Approaches to Learning (ATL)

Communication; social skills; self-management

Assessment Evidence

- Entry observations and routines/procedures
- Phonics, word-reading, oral-reading-fluency, and language baseline
- NWEA MAP Growth - Fall: Sept. 14-25, 2026

Unit 1: You Are Here

September 28-October 30, 2026

IB connection	Who We Are / How We Organize Ourselves
Essential question	How do places and communities shape our experiences?
myView genre / text type	Realistic fiction, informational text, and poetry
Bridge to Reading alignment	BTR Weeks 3-7: consonant digraphs/trigraphs; three sounds of -ed; syllable division with consonant +le; initial/final blends and clusters; doubling rule; CVCe/CCVCe; y as vowel; soft c/g; long-vowel teams.

Standards and Learning Outcomes

Standard	Grade 2 expectation
2R1	Develop and answer questions to demonstrate understanding of key ideas and details.
2R2	Identify a main topic or central idea, retell key details, and summarize portions of a text.
2R3	Describe character responses to events/challenges and connections among informational ideas or events.
2R5	Describe overall text structure, including how beginnings introduce and endings conclude.
2R7	Apply information from illustrations or text features to story elements and topics.
2RF4	Read grade-level text with sufficient accuracy and fluency to support comprehension.

Student-Friendly Learning Targets

- I can describe setting using evidence.
- I can explain how characters respond to challenges.
- I can identify main idea and supporting details.
- I can explain patterns and structures in poetry.
- I can describe plot elements and monitor comprehension.

myView Knowledge and Comprehension Sequence

Week	Core Text	Comprehension Emphasis
1	How Many Stars Are in the Sky?	describe setting using evidence
2	Maybe Something Beautiful: How Art Transformed a Neighborhood	explain how characters respond to challenges
3	Places We Go: A Kids' Guide to Community Buildings	identify main idea and supporting details
4	Pete at the Zoo / Rudolph Is Tired of the City / Lyle	explain patterns and structures in poetry
5	You Can't Climb a Cactus	describe plot elements and monitor comprehension

Approaches to Learning (ATL)

Social; thinking; communication

Assessment Evidence

- myView weekly Progress Checkups and Week 1-5 assessments
- BTR Day 5 dictation, red-word, connected-text, and fluency checks
- iReady Diagnostic - BOY: Oct. 5-16, 2026

Integration note: Reinforce in myView only the sound-spelling patterns already taught in Bridge to Reading. Do not use the myView phonics strand to reorder or accelerate the BTR progression.

Unit 2: Nature's Wonders

November 2-December 4, 2026

IB connection	Sharing the Planet
Essential question	How do living things and natural systems depend on their environments?
myView genre / text type	Informational and realistic fiction
Bridge to Reading alignment	BTR Weeks 8-10 plus consolidation: remaining long-vowel teams; r-controlled vowels with syllable division; cumulative decoding, encoding, and fluency.

Standards and Learning Outcomes

Standard	Grade 2 expectation
2R1	Develop and answer questions to demonstrate understanding of key ideas and details.
2R2	Identify a main topic or central idea, retell key details, and summarize portions of a text.
2R3	Describe character responses to events/challenges and connections among informational ideas or events.
2R5	Describe overall text structure, including how beginnings introduce and endings conclude.
2R6	Identify how illustrations, text features, and details support point of view or purpose.
2RF3	Know and apply phonics and word-analysis skills in decoding words.

Student-Friendly Learning Targets

- I can identify text structure and ask questions.
- I can use text features and graphics to predict.
- I can connect setting and plot and visualize.
- I can describe characters and make inferences.
- I can determine key ideas using text evidence.

myView Knowledge and Comprehension Sequence

Week	Core Text	Comprehension Emphasis
1	A Green Kids' Guide to Watering Plants	identify text structure and ask questions
2	A Home on the Prairie	use text features and graphics to predict
3	The Seasons of Arnold's Apple Tree	connect setting and plot and visualize
4	What's in the Egg, Little Pip?	describe characters and make inferences
5	Amazing Migrations: Butterflies, Bats, and Birds	determine key ideas using text evidence

Approaches to Learning (ATL)

Social; communication; thinking

Assessment Evidence

- myView weekly Progress Checkups and Week 1-5 assessments
- BTR cumulative review and weekly decoding, encoding, and fluency checks
- ELA Benchmark #1: Dec. 7, 2026

Integration note: Reinforce in myView only the sound-spelling patterns already taught in Bridge to Reading. Do not use the myView phonics strand to reorder or accelerate the BTR progression.

Unit 3: Expressions

December 7, 2026-February 5, 2027

IB connection	How We Express Ourselves
Essential question	How do stories and traditions express ideas and culture?
myView genre / text type	Fable, traditional tale, legend, folktale, informational, and realistic fiction
Bridge to Reading alignment	BTR Weeks 11-17: complex vowels; diphthongs; advanced syllable division; consonant +le; silent-letter combinations; fluency; phonemic-awareness intervention in small groups as needed.

Standards and Learning Outcomes

Standard	Grade 2 expectation
2R1	Develop and answer questions to demonstrate understanding of key ideas and details.
2R2	Identify a main topic or central idea, retell key details, and summarize portions of a text.
2R5	Describe overall text structure, including how beginnings introduce and endings conclude.
2R8	Explain how an author or illustrator supports points with relevant reasons.
2R9	Make connections among self, texts, people, cultures, and the world.
2RF4	Read grade-level text with sufficient accuracy and fluency to support comprehension.

Student-Friendly Learning Targets

- I can determine theme and key ideas.
- I can analyze author purpose and make connections.
- I can compare and contrast stories.
- I can use details to explain author purpose.
- I can use text features to make inferences.

myView Knowledge and Comprehension Sequence

Week	Core Text	Comprehension Emphasis
1	The Hen and the Apple Tree / The Frogs at the Rainbow's End / The Mouse at the Seashore	determine theme and key ideas
2	The Legend of the Lady Slipper	analyze author purpose and make connections
3	Cinderella / Cendrillon: An Island Cinderella	compare and contrast stories
4	The Abenaki	use details to explain author purpose
5	My Food, Your Food	use text features to make inferences

Approaches to Learning (ATL)

Social; self-management; communication

Assessment Evidence

- myView weekly Progress Checkups and Week 1-5 assessments
- BTR weekly dictation, word analysis, red-word, and fluency checks
- iReady Diagnostic - MOY: Jan. 11-22, 2027

Integration note: Reinforce in myView only the sound-spelling patterns already taught in Bridge to Reading. Do not use the myView phonics strand to reorder or accelerate the BTR progression.

Unit 4: Making History

February 8-March 19, 2027

IB connection	Where We Are in Place and Time
Essential question	How can people and ideas create lasting change?
myView genre / text type	Biography, realistic fiction, and persuasive text
Bridge to Reading alignment	BTR Weeks 18-23: schwa; compound words; contractions; homophones; suffixes -er, -est, -ly; increasing morphological analysis and fluency; targeted phonemic-awareness intervention as needed.

Standards and Learning Outcomes

Standard	Grade 2 expectation
2R1	Develop and answer questions to demonstrate understanding of key ideas and details.
2R2	Identify a main topic or central idea, retell key details, and summarize portions of a text.
2R5	Describe overall text structure, including how beginnings introduce and endings conclude.
2R7	Apply information from illustrations or text features to story elements and topics.
2R9	Make connections among self, texts, people, cultures, and the world.
2RF4	Read grade-level text with sufficient accuracy and fluency to support comprehension.

Student-Friendly Learning Targets

- I can identify text structure and ask questions.
- I can use text features to make connections.
- I can determine theme using evidence.
- I can make and support inferences.
- I can identify persuasive features and monitor comprehension.

myView Knowledge and Comprehension Sequence

Week	Core Text	Comprehension Emphasis
1	Who Says Women Can't Be Doctors?	identify text structure and ask questions
2	Building on Nature: The Life of Antoni Gaudi	use text features to make connections
3	The Garden of Happiness	determine theme using evidence
4	One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia	make and support inferences
5	Kids Can Be Big Helpers	identify persuasive features and monitor comprehension

Approaches to Learning (ATL)

Self-management; communication; research

Assessment Evidence

- myView weekly Progress Checkups and Week 1-5 assessments
- BTR weekly morphology, decoding, encoding, and fluency checks
- WIDA ACCESS for Elementary ELLs: Feb. 8-12, 2027
- ELA Benchmark #2: March 8, 2027

Integration note: Reinforce in myView only the sound-spelling patterns already taught in Bridge to Reading. Do not use the myView phonics strand to reorder or accelerate the BTR progression.

Unit 5: Our World

March 22-June 25, 2027

IB connection	How the World Works
Essential question	How do Earth's processes shape land, water, and living things?
myView genre / text type	Informational, persuasive, fiction, and drama
Bridge to Reading alignment	BTR Weeks 24-34: suffixes and prefixes; multisyllabic words; final stable syllables; additional affixes; low-frequency spellings; cumulative review of vowels, digraphs, clusters, silent letters, syllable division, contractions, and morphology.

Standards and Learning Outcomes

Standard	Grade 2 expectation
2R1	Develop and answer questions to demonstrate understanding of key ideas and details.
2R2	Identify a main topic or central idea, retell key details, and summarize portions of a text.
2R5	Describe overall text structure, including how beginnings introduce and endings conclude.
2R7	Apply information from illustrations or text features to story elements and topics.
2R9	Make connections among self, texts, people, cultures, and the world.
2RF3	Know and apply phonics and word-analysis skills in decoding words.
2RF4	Read grade-level text with sufficient accuracy and fluency to support comprehension.

Student-Friendly Learning Targets

- I can describe connections and monitor comprehension.
- I can compare and contrast texts.
- I can identify drama elements and support inferences.
- I can explain patterns and text structure.
- I can identify main idea and infer important details.
- I can apply word analysis to multisyllabic connected text.

myView Knowledge and Comprehension Sequence

Week	Core Text	Comprehension Emphasis
1	Introducing Landforms	describe connections and monitor comprehension
2	How Water Shapes the Earth / How Earthquakes Shape the Earth	compare and contrast texts
3	Where Do They Go in Rain or Snow?	identify drama elements and support inferences

Week	Core Text	Comprehension Emphasis
4	Volcano Wakes Up!	explain patterns and text structure
5	Rocks	identify main idea and infer important details

Approaches to Learning (ATL)

Social; thinking; self-management

Assessment Evidence

- myView weekly Progress Checkups and Week 1-5 assessments
- BTR weekly and cumulative morphology, decoding, encoding, and fluency checks
- iReady Diagnostic - EOY: May 17-28, 2027
- NWEA MAP Growth - Spring: June 1-11, 2027
- End-of-year literacy portfolio and Grade 3 readiness evidence

Integration note: Reinforce in myView only the sound-spelling patterns already taught in Bridge to Reading. Do not use the myView phonics strand to reorder or accelerate the BTR progression.

Bridge to Reading: 34-Week Foundational-Skills and Word-Analysis Map

This map preserves the supplied Grade 2 Bridge to Reading progression while relocating it to the 2026-2027 instructional calendar. Use adopted BTR materials for complete word lists, dictation, fluency directions, intervention routines, and assessments.

We ek	Phonemic Awareness	Phonics / Word Study	Red Words	Connected Text
1	Blend, segment, substitute phonemes	Short a/i/o; CVC/CCVC; -es, -s, -ing, -ed	want, live, put, help	Rob and Pim Move In
2	Continue phoneme work	Short e/u; -ss, -ll, -zz, -ff; closed syllables	tell, well, does, land	Miss Mill Can Make Hats
3	Continue phoneme work	sh, ch, tch, ck, wh, th; three sounds of -ed; consonant +le	things, change, think, until	Wishing for Fun
4	Continue phoneme work	Initial/final blends; spl-, spr-, scr-, str-; doubling rule; VCC/CV, VC/CCV	still, spell, ask, just	A Hundred Pumpkins
5	Continue phoneme work	CVCe/CCVCe; y as vowel; soft g/c; possessives	place, page, try, kind	My Sister Kate
6	Continue phoneme work	CVCe/CCVCe; y as vowel; soft g/c; possessives	why, any, move, most	The Missing Garden Hose
7	Continue phoneme work	Long-vowel teams ai, ay, ee, ea, ey	means, air, years, here	A Change in the Air
8	Continue phoneme work	Long-vowel teams oa, oe, ow, ie, igh, ui, ue	need, eyes, right, please	The Goat and the Crow
9	Continue phoneme work	r-controlled vowels with syllable division	earth, learn, over, large	What Is a Star?
10	Continue phoneme work	r-controlled vowels with syllable division	world, work, after, mother	My Mother Books
11	Continue phoneme work	Complex vowels ew, oo (long)	own, even, follow, show	The Newborn Moose
12	Continue phoneme work	Complex vowels oo, ou (short)	good, away, different, during	A Book Nook
13	Small-group intervention as needed	au, aw, all, alk, alt	because, almost, small, also	A Walk in the Park
14	Small-group intervention as needed	Diphthongs oi, oy, ou, ow	point, found, sound, young	Going Out of Town
15	Small-group intervention as needed	Syllable division VC/V, V/CV	before, picture, money, study	I Am an Astronaut
16	Small-group intervention as needed	Consonant +le with closed/open/r-controlled syllables	little, people, sentence, only	The Doodle Contest
17	Small-group intervention as needed	Silent kn, wr, -mb, gn	know, answer, while, where	Abby's Journal
18	Small-group intervention as needed	Schwa	another, above, along, again	All Aboard!

Bridge to Reading Map (continued): Weeks 19-34

Week	Phonemic Awareness	Phonics / Word Study	Red Words	Connected Text
19	Small-group intervention as needed	Compound words (two syllables)	something, without, maybe, someone	Playtime
20	Small-group intervention as needed	Compound words (two or more syllables)	school, every, really, letter	The Spelling Bee
21	Small-group intervention as needed	Contractions	don't, it's, I'll, didn't	Here's the Place
22	Small-group intervention as needed	Homophones	since, around, anyone, animal	My Imaginary Friend
23	Small-group intervention as needed	Suffixes -er, -est, -ly	high, great, light, late	The Bravest of All
24	Small-group intervention as needed	Suffixes -ful, -less	thought, never, always, care	Duck at the Dentist
25	Small-group intervention as needed	Prefixes un-, re-, dis-	read, group, open, water	The Science Fair
26	Small-group intervention as needed	Prefixes mis-, pre-	below, between, form, take	Preparing Meals Together
27	Small-group intervention as needed	Prefixes/suffixes in three-syllable words	already, important, everything, family	Everything in Its Place
28	Small-group intervention as needed	Prefixes/suffixes in three-syllable words	anything, special, together, against	The Shiniest Bike
29	Small-group intervention as needed	Final -ture, -sure, -tion, -sion; -y, -ness, -ment, -able, -ible	children, person, enough, mountains	Farmer Billy
30	Small-group intervention as needed	Low-frequency spellings	head, through, nothing, believe	Warm Treasure Soup
31	Cumulative intervention and transfer	Short/long vowels; double consonants; digraphs; clusters	review	Earth Day
32	Cumulative intervention and transfer	r-controlled vowels; vowel teams; diphthongs	review	Eric Carle
33	Cumulative intervention and transfer	Silent letters; compound words; contractions	review	The Knox County Fair / The Highest Mountains
34	Cumulative intervention and transfer	Prefixes, suffixes, and syllable division	review	Dear Danny / Pointing the Way

Assessment and Data Cycle

Evidence	Purpose	Instructional Response
Daily observation and student work	Monitor oral language, comprehension, writing, phonemic awareness, decoding, encoding, and fluency.	Adjust modeling, pacing, grouping, materials, and next-day practice.
BTR Day 5 checks	Determine mastery of cumulative phonics, dictation, red words, and fluency.	Reteach within sequence and add cumulative practice without skipping ahead.
myView Progress Checkups	Monitor comprehension and transfer in weekly texts.	Reteach the specific comprehension process with a fresh text.
Diagnostics / benchmarks	Monitor growth and identify students needing follow-up diagnostics.	Triangulate with classroom evidence; schedule targeted supports and monitor response.
Portfolio / family evidence	Document growth in reading, writing, language, and fluency.	Set a clear next step and communicate progress in family-friendly language.

Differentiation and Access

- Use explicit modeling, high response rates, immediate feedback, and cumulative review.
- Provide sound walls, mouth/articulation cues, Elkonin boxes, letter tiles, word chains, and decodable text matched to taught patterns.
- Honor multilingual learners' full language repertoires and distinguish language acquisition from decoding difficulty.
- Use additional small-group practice in already-taught skills rather than a competing phonics sequence.
- Continue rich grade-level read-alouds and knowledge building regardless of independent decoding level.
- Extend proficient readers through morphology, vocabulary, sentence work, fluency, and additional controlled and authentic text—not by skipping foundations.

Implementation Notes and Source Normalization

- Prior-year pacing and holiday dates were replaced with the revised 2026-2027 district calendar.
- The SAVVAS guide directs teachers to exclude the myView phonics/phonemic-awareness section and use Bridge to Reading; this document follows that direction.
- The Bridge week-level sequence controls when source unit labels or calendar dates conflict.
- Grade 3 standards appearing in myView Unit 5 are treated as readiness extensions and do not replace Grade 2 core standards.
- Assessment dates reflect the district information supplied for 2026-2027; Grade 3-8 state tests and Grade 5 science are not applicable to Grade 2.

2026-27 Grade 2 Assessment Calendar

This calendar includes diagnostic, benchmark, and language-proficiency windows relevant to Grade 2. State ELA/Math assessments for Grades 3-8 and Grade 5 science are intentionally excluded.

Assessment	2026-27 Placement	Applies To	Spacing / Rationale
NWEA MAP Growth - Fall	Sept. 14-25, 2026	Grade 2	Begins the yearlong growth cycle; coordinate devices and administration.
iReady Diagnostic - BOY	Oct. 5-16, 2026	Grade 2	Administer as early as practical while preserving instructional continuity.
Math Benchmark #1	Oct. 19, 2026	Grade 2 / cross-content	Included for schoolwide workload and device planning.
ELA Benchmark #1	Dec. 7, 2026	Grade 2	Placed after SAVVAS Unit 2 and before the MOY diagnostic.
iReady Diagnostic - MOY	Jan. 11-22, 2027	Grade 2	Approximately 13-15 weeks after BOY.
WIDA ACCESS	Elementary: Feb. 8-12, 2027	Grade 2 ELLs only	District confirms roster and daily schedule.
ELA Benchmark #2	March 8, 2027	Grade 2	Placed after SAVVAS Unit 4 and between MOY and EOY.
Math Benchmark #2	March 12, 2027	Grade 2 / cross-content	Staggered after ELA to reduce assessment stacking.
iReady Diagnostic - EOY	May 17-28, 2027	Grade 2	Approximately 17-18 weeks after MOY.
NWEA MAP Growth - Spring	June 1-11, 2027	Grade 2	Closes the yearlong growth cycle.