

Grade 2 Scope and Sequence: Year-at-a-Glance

What Are We Teaching in our Second Grade Skills Block Curriculum?

What do the standards say?

RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Second graders begin to internalize the mapping of vowel sounds to vowel teams and are able to use this information to decode with increasing efficiency. In addition, they can use **morphemes (prefixes and suffixes) in words** to efficiently decode them. Second graders can read grade-appropriate irregularly spelled words with automaticity.

RF.4 Read with sufficient accuracy and fluency to support comprehension.

Second graders read grade-level text with purpose and understanding. They also read this text orally with accuracy, appropriate rate, and expression on successive readings. In addition, they use context to confirm or self-correct word recognition and understanding, rereading as necessary.

L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Second graders can apply the spelling patterns they know to be able to write other words. They use resources to confirm and correct their spellings. Their use of capitalization has expanded beyond names of dates and people to include other “names” (i.e., other proper nouns). They also use commas now in greetings and closings in letter writing, and apostrophes in contractions and frequently occurring possessives.

Phases of Spelling and Word Acquisition, Module Summaries and the Second Grade Scope and Sequence

	Module 1	Module 2	Module 3	Module 4
Phase Range	Late Full Alphabetic	Early Consolidated	Middle Consolidated	Late Consolidated
Module Summaries	Review syllable types closed, open, and CVCe. Review vowel team syllable type patterns from Grade 1 and introduce spelling generalizations.	New vowel teams and spelling generalizations; contractions and affixes.	Consonant-le syllable type, other word endings, new vowel teams, affixes, and contractions	Spelling generalizations, schwa, affixes, and contractions
Scope and Sequence i.e., patterns introduced	<p>C1: reviews syllable types: open, closed, and CVCe</p> <p>C2: ay vs. ai</p> <p>C3: ee vs. ea vs. -y (long e)</p> <p>C4: igh vs. ie • also compare -y and ie at end of a single syllable (e.g., tie, fly)</p> <p>C5: “oa” vs. “ow”</p>	<p>C6: r-controlled vowels</p> <p>C7: oi, oy, and ou, ow (/ow/) • contractions with “not”</p> <p>C8: old, ost, ind, ild • contractions with “is”</p> <p>C9: 1-1-1 Doubling rule when adding a vowel suffix (e.g., run-running)</p> <p>C10: -ed as /id/, /ed/, and /t/ • contractions with “would”</p> <p>C11: oo, ou, ui, ue, and ew for /u/ and /ooou/ • contractions with “will”</p> <p>C12: -tion and -sion</p>	<p>C13: C-le syllable type • dropping magic e when adding a vowel suffix (e.g., write-writing)</p> <p>C14: C-le syllable type • suffixes -ly, -ment, -ness</p> <p>C15: -c vs. -ck vs. -ic • prefixes un- and re-</p> <p>C16: -ge vs. -dge and eu and ei (/oo/) • suffixes -y and -ly</p> <p>C17: -ch vs. -tch • comparative suffixes -er and -est</p> <p>C18: -able vs. -ible • suffixes -ful and -ness</p> <p>C19: reviews patterns introduced in the module; introduces “aw” and “au”</p>	<p>C20: “y” spelling changes when making words plural (e.g., cherry-cherries, monkey-monkeys)</p> <p>C21: schwa with a • prefixes dis- and de-</p> <p>C22: schwa with e and o • prefixes in- and im-</p> <p>C23: schwa with “ate” vs. “ate” as CVCe (e.g., “private” vs. “locate”) • contractions with “are”</p> <p>C24: compound words • contractions with “are”</p> <p>C25: -cal vs. -cle • possessives</p> <p>C26: -ous vs. -us • possessives</p>

Note: Refer to the Grade 2 Scope and Sequence: Standards Coverage document on the EL Education website (Curriculum.ELeducation.org) for additional information about the coverage of Reading: Foundational Skills and Language standards in each module.