

# Foundational Skills Scope and Sequence

Grade 2

|        | Week | Phonological/<br>Phonemic<br>Awareness                          | Phonics/Word Study<br>Use flexible grapheme-phoneme, syllable, and morpheme analysis to<br>decode and encode/spell multisyllabic words. |
|--------|------|---|---|
| Unit 1 | 1    | Isolate, segment, blend, and manipulate syllables and phonemes. | Common long vowel spellings   |
|        | 2    |   | Multisyllabic words<br>Prefix (un-) and suffixes (-ful, -less)  |
|        | 3    |   | Suffixes (-er/-est) and prefixes (pre- and re-)   |
|        | 4    |   | Suffix (-ly) and prefix (dis-)  |
|        | 5    |   | Three-letter combinations (str-, scr-, spr-, sch-, squ-, shr-, thr-, -tch)  |
|        | 6    |   | R-controlled vowels (ar, or, er, ir, ur)<br>/aw/ spelling patterns (aw, au, augh, ough)   |
| Unit 2 | 1    |   | Multisyllabic words with familiar parts   |
|        | 2    |   | Consonant sound-spellings (/r/ spelled “wr,” /n/ spelled “kn,” and “gn,” /m/ spelled “mb”)  |
|        | 3    |   | Advanced long “a” vowel spellings (eigh, ei, ey, ea)  |
|        | 4    | Vowel teams (ew, ue, ow, oo)                                    |   |
|        | 5    | Suffixes (-er, -or, -ist)                                       |   |
|        | 6    | Schwa spelled “a,” “e,” “i,” and “o”                            |   |
|        | 7    | Diphthongs (oi, oy, ou, ow)                                     |   |
|        | 8    | Advanced long vowel plus “r” combinations (are, air, ear, eer)  |   |
|        | 9    | Prefix (mis-) and suffixes (-able, -ness)                       |   |

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|---------------|------|---|---|
| <b>Unit 3</b> | 1    | Isolate, segment, blend, manipulate syllables and phonemes. | Multisyllabic words with familiar parts   |
|               | 2    |   | Multisyllabic words with variable vowel patterns  |
|               | 3    |   | Soft consonant sound-spellings (/s/ and /j/)<br>Review final trigraph (-tch)  |
|               | 4    |   | Advanced digraphs (/ch/, /sh/, /k/ spelled “ch” and /f/ spelled “ph” and “gh”)  |
|               | 5    |   | Suffix (-ion)   |
|               | 6    |   | Vowel splits  |
|               | 7    |   | Contractions and possessives  |
|               | 8    |   | Review affixes (un-, re-, mis-, -able, -less, -ful)   |
|               | 9    |   | Multisyllabic words, abbreviations, and reflexive pronouns  |
| <b>Unit 4</b> | 1    |   | Multisyllabic words   |
|               | 2    |   | Suffix (-ure)   |
|               | 3    |   | Suffixes (-en, -ant, -ent)  |
|               | 4    |   | Prefixes (over-, under-, sub-, super-)  |
|               | 5    |   | Prefixes (im-, in-, ir-)  |
|               | 6    |   | Suffixes (-ment, -ish)  |
|               | 7    |   | Suffixes (-an, -ous)  |
|               | 8    |   | Suffix (-al)  |
|               | 9    |   | Multisyllabic words   |

K-2 Foundational Skills instruction includes print concepts, phonological awareness, advanced phoneme awareness, letter formation, phonics, word recognition, word study, spelling, morphology, and fluency. Time is provided and protected each day for Foundational Skills instruction guided by explicit direction in the teacher’s guide, and for ample practice. American Reading Company engages in cycles of continuous improvement and revises materials regularly. | ARC03.15.23