

Second Grade Scope and Sequence

Sound and Spelling Development

The instructional components of ***Phonics in Motion (PIM)*** are the **Kinesthetics Motion for the Phonemes (KMPs)**, the **Reading & Writing Monster**, the **Language Calendar**, and the **Vowel House**. The Scope & Sequence delineates the introduction and ongoing exposure to sounds with KMPs developed monthly through poetry, songs, and learning experiences. The modeled daily entries on the classroom Language Calendar provide opportunities to review sounds continually. The monthly online Literacy Routines provide a guide for the use of the KMPs, Language Calendar, the Reading & Writing Monster, and the Vowel House to integrate the components and provide ongoing learning experiences which spiral to support all students.



Phonemic Awareness Developed With KMPs and Poetry

At this level, most learners have had exposure to all of the phonemes. However, the "Review" column offers additional opportunities for learners who still need practice with these sounds. In the "Optional Exposure" column, we focus on strengthening vowels, digraphs, and hearing sounds in multisyllabic words. If the sound has an alternate spelling you will see it underlined in the KMP Scope & Sequence. When working with poetry, focus on **hearing** the sounds.

Delivered in a weekly
format in the KMP
tab of the Literacy
Routines.

Phonemic Awareness Developed With KMPs and Poetry

Month	Review	Optional Exposure
August/September	<p><u>/f/</u>, <u>/g/</u>, <u>/h/</u>, <u>/l/</u>, <u>/m/</u>, <u>/r/</u>, <u>/s/</u>, <u>/t/</u>, <u>/w/</u> <u>/ch/</u>, <u>/er/</u> <u>/ă/</u>, <u>/ĕ/</u>, <u>/ĭ/</u>, <u>/ŭ/</u></p>	<p><u>/th/</u>, <u>/sh/</u> <u>/ir/</u> <u>/ōō/</u>, <u>/ōō/</u>, <u>/aw/</u> (August) <u>/ā/</u> (play), <u>/ē/</u> (be), <u>/ē/</u> (mystery)</p> <p>Initial blends</p>
October	<p><u>/ă/</u>, <u>/ĕ/</u>, <u>/ĭ/</u>, <u>/ŏ/</u>, <u>/ŭ/</u>, <u>/er/</u> <u>/ōō/</u>, <u>/ā/</u>, <u>/ē/</u>, <u>/ī/</u></p>	<p><u>/th/</u> <u>/ir/</u></p> <p>Initial blends</p>
November	<p><u>/ē/</u>; <u>/ā/</u>; <u>/ā/</u> (day) <u>/ōō/</u> <u>/-ing/</u> <u>/er/</u>, <u>/ur/</u>, <u>/or/</u></p>	<p><u>/ē/</u> (gravy), <u>/ō/</u> (November) <u>/ank/</u> <u>/ar/</u></p> <p>Initial blends</p>
December	<p><u>/ĕ/</u>; <u>/ĕ/</u> (head) <u>/ā/</u> (face); <u>/ā/</u> (holidays) <u>/ē/</u> (see); <u>/ē/</u> (treat); <u>/ē/</u> (family) <u>/ē/</u> (gooey) <u>/ō/</u>; <u>/ō/</u> (cocoa) <u>/er/</u> <u>/j/</u> (gingerbread)</p> <p>Initial blends</p>	<p><u>/ō/</u> (snow) <u>/s/</u> (December) <u>/s/</u> (cinnamon)</p> <p>Initial blends Final blends</p>

January	<u>/ch/</u> , <u>/th/</u> <u>/ĕ/</u> (head); <u>/ī/</u> <u>/ā/</u> (praise); <u>/ē/</u> (he) <u>/ī/</u> (by); <u>/ī/</u> (right); <u>/ō/</u> (snow) <u>/ōō /</u> , <u>/ōō/</u> , <u>/er/</u>	<u>/ō/</u> (toes) Initial blends Final blends
February	<u>/ou/</u> (down) <u>/er/</u> Continued review: vowel spellings	<u>/s/</u> (decisions) <u>/ōō/</u> (blue) <u>/aw/</u> (bought) <u>/ar/</u>
March	<u>/ch/</u> , <u>/z/</u> <u>/ing/</u> <u>/ī/</u> (bright) <u>/er/</u> , <u>/ir/</u> (birds), <u>/ur/</u> (turn); <u>/ar/</u> Continued review: vowel spellings	<u>/ōō/</u> (new) <u>/aw/</u> (ought) Initial blends Final blends
April	<u>/ā/</u> (April) <u>/s/</u> (once) Initial blends Final blends Continued review: vowel spellings	<u>/n/</u> (knight) <u>/aw/</u> (walk), <u>/ū/</u> (along) Initial blends Final blends
May	<u>/or/</u> (more), <u>/ī/</u> (fly) <u>/aw/</u> (almost), Continued review: vowel spellings	<u>/ung/</u> <u>/wh/</u> (while)
June	Sounds reviewed in summer activities.	

Note: The Scope and Sequence codes the ē sound as /ee/.

The **Language Calendar** provides a place to record the sounds and link them to the writing of letters. Purposefully use the KMPs of the month when writing on the Language Calendar. You can also locate the corresponding window for the vowel sounds on the Vowel House.

If a learner needs practice with Letter ID or correct letter formation, use the Handwriting Stories.

The Language Calendar Scope & Sequence

The Language Calendar (LC) gradually unfolds a complete picture of the reading and writing system for students. Students of all levels participate fully in activities that incorporate skills ranging from speech to text matching and concepts of print, language structures, writing conventions, vocabulary, and subject matter content. The LC allows for attention to any concept or skill while integrating all of the components of PIM.

Sample entries and planning resources are provided in the LC tab of the Literacy Routines.

The LC routine provides the platform for introducing, reviewing and exposing learners to specific concepts and skills in an ongoing and authentic manner. The learners' experiences and needs determine the skill focus within each LC entry. Most importantly, each entry maps the sounds in the learners' language from speech to print. Plus, PIM offers the following explicit guides to support and develop confident writers:

1. [*LC Scope and Sequence of Stories and Markings*](#): A timeline for presenting fun chants, stories and songs to engage children in the experience of writing and help them sort out the many idiosyncrasies. For example, the letter h changes the sound of c in the digraph, ch. That troublemaker h!
2. For remediation of strugglers: [*LC Scope and Sequence of Concepts About Print*](#). A timeline for developing an understanding of how print works.
3. First Grade LC Monthly Skill Focus Scope and Sequence: A timeline for developing digraphs, blends and contractions.

The Language Calendar Scope & Sequence

Months	Digraphs	Initial Blends	Final Blends	Contractions
Aug/Sept	ch, th	sw thr	-lk -mp	will not - won't were not - won't
October	ch, th	tw scr	-st -ld	did not - didn't does not - doesn't can not - can't do not - don't
November	th, sh	dw str	-lf -pt	I would - I'd we would - we'd
December	sh, ck	dw, sw, tw shr	-lp -nt	you would - you'd he would - he'd

The Language Calendar Scope & Sequence

Months	Digraphs	Initial Blends	Final Blends	Contractions
January	ck, wh	spr	-ct -nch -sp	there is - there's here is - here's that is - that's
February	wh, ph	thr, shr, str	-xt -nd -sk	they have - they've we have - we've
March	ph, wh	scr, spr	-ft -lt	should not - shouldn't could not - couldn't
April	Review	Review	Review	Review
May	Review	Review	Review	Review

Phonics and Word Study Developed With The Vowel House

The Vowel House monthly scope and sequence presents the development of the short and long vowels with their common alternate spellings. PIM offers a daily routine for focusing on vowel sounds in authentic reading and writing via the KMPs in poetry and the writing on the Language Calendar. Poetry and the Language Calendar offer opportunities to hear and isolate the vowel sounds. The sounds are linked with their spelling(s) through the use of the Vowel House.

The following Scope and Sequence includes prefixes and suffixes. The accompanying Word Bank develops digraphs, consonant blends, doubled consonant endings and other spellings appropriate for the grade level.

Month	Vowel House
<p>August/ September</p>	<p>Introduce the names of the vowel house windows with “The Apples and Bananas.”</p> <p>Review short vowels (/a/, /e/, /i/, /o/, /u/)</p> <p>Manipulate vowels (segment blends and change vowels in short words).</p> <p>Suffix: -tion Prefix: re-</p>
<p>October</p>	<p>Review names of VH windows.</p> <p>Sing “<i>Apples and Bananas.</i>” (Change vowel sounds quickly when pointing to different VH windows.)</p> <p>Contrast short and long vowels: /ǒ/, /ě/, /ō̄ /.</p> <p>/ǔ/ window: <i>a</i>____, _____<i>a</i></p> <p>/ā/ window: <u><i>a</i></u><i>y</i></p> <p>Prefix: re- Prefix: un-</p>
<p>November</p>	<p>Introduce long vowels (ā, ē, ī, ō, ū) with Big Mouth -e: <u><i>ā</i></u><i>_e</i>, <u><i>ī</i></u><i>_e</i>, <u><i>ō</i></u><i>_e</i>, <u><i>ū</i></u><i>_e</i></p> <p>Contrast /er/ and /or/.</p> <p>/ou/ window: <u><i>ow</i></u></p> <p>/ing/ and /ink/</p>

<p>December</p>	<p>/ank/ /oi/ window: <u>oy</u> /er/ window: <u>ir, ur</u></p> <p>Prefix: dis-</p>
<p>January</p>	<p>Contrast short vowels and long vowel windows. /ee/ window: <u>ea</u> and _____y /ō/ window: <u>ow</u> /ōō/ window: <u>ue</u></p> <p>Suffix: -er</p>
<p>February</p>	<p>/ō/ window: <u>oa, _o</u> /ī/ window: <u>_y, igh</u> /aw/ window: <u>au</u></p>
<p>March</p>	<p>/ā/ window: <u>ai, eigh</u> (/n/: <u>kn</u>) (/s/ <u>ce</u>)</p>
<p>April</p>	<p>/ōō/ window and /ōō/ window /ōō/ window: <u>ew, ue</u> /ong/ and /onk/</p> <p>Suffix: er (comparison) Suffix-est (comparison)</p>

May	<p>/ē/ window: <u> </u><i>e</i>, <u> </u><i>ee</i>, <u> </u><i>y</i>, <u> </u><i>ea</i> /ā/ window: <u>ai</u>, <u>ay</u>, <u>a e</u>, <u>-eigh</u> /ī/ window: <u>i e</u>, <u>y</u>, <u>-igh</u> /ū/ window: <u>ue</u>, <u>u e</u> /ō/ window: <u>o</u>, <u>o e</u>, <u>oa</u>, <u>ow</u></p>
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The accompanying Weekly Word Lists offer weekly Word Work study, aligned to the Scope of Sequence. The lists present the explicit study of vowel sounds and their alternate spellings. In addition, the Word Lists include the development and review of digraphs, consonant blends, doubled consonant endings and other spellings appropriate for the grade level.

Learning Expectations for Second Grade

Learners will...

- segment syllables into sounds (g-r-a-n-t-s).
- blend isolated sounds into syllables.
- identify the sound of consonants, consonant blends and digraphs when shown the corresponding letters.
- identify the sound of short and long vowels when shown the corresponding letters.
- read and record short vowel words using a combination of all consonants, blends and digraphs.
- read and record words with long vowels including common alternate spelling patterns.
- read and record words with r-controlled vowels (ar, er, ir, ur,or,).
- read and record words with inconsistent, but common spelling-sound correspondences.
- read and record regularly spelled multisyllabic words up to three syllables.
- divide words into syllables using base words and affixes.

Second Grade Vowel House Weekly Focus and Word Lists

The following Vowel House Weekly Focus and Word Lists accompany the Second Grade Scope and Sequence for vowel development over the school year. The word banks provide a resource for weekly spelling lists. These lists include a progression for the development of both initial and final consonant blends, digraphs, and blended vowels (ung). In addition, *Alternate Lists* at the end of the table include /r/ spelled **wr**, final double consonants, final consonant blends and digraphs, and long vowel spellings, such as -old, -ost -ind. The alternate lists can be used for enrichment or as substitute points of word study.

2nd Grade Vowel House Focus --- Weeks 1 - 5

5 Week Focus	Suffix: -tion (attention)	WORD BANK motion, vacation, action, lotion, direction, reflection
WEEK 1	Short vowel review <i>/ă/</i>	WORD BANK apple, absent, glad, sad, slept, fact, bad, bag, bang, math, sad, grasp
WEEK 2	Short vowel review <i>/ă/, /ö/</i>	WORD BANK map, wrap, sap, tap, trap, flat, strap, chat mom, lock, clock, hot, stop, prop, dog
WEEK 3	Short vowel review <i>/ă/, /ö/, /ü/</i>	WORD BANK cap, cat, bat, map, mask, hot, not, shot, top, bond, octopus, option, bus, cup, jump, sum, shut, rug, but, trust, lunch
WEEK 4	Short vowel review <i>/ě/, /ĩ/</i>	WORD BANK his, fish, him, flip, quick, skip, shrimp, will, it, is, swims ten, text, then, when, spell, tell, let, help, them, tent, red
WEEK 5	Short vowel review <i>/ă/, /ě/, /ĩ/, /ö/, /ü/</i>	WORD BANK See lists above

2nd Grade Vowel House Focus --- Weeks 6 - 10

5 Week Focus	Prefix: re- (re) to do again	WORD BANK redo, return, retell, reread, remind, replay, rewrite, replace
WEEK 6	Comparing: /ă/ and /ā/	WORD BANK absent, glad, sad, bag, calf, math, sad, back, last, splash tape, made, face, shade, make, page, trade, scale
WEEK 7	Comparing: /ī/ and /ī/	WORD BANK this, fish, him, flip, lift, quick, skip, sprig, will, witch ice, hide, time, side, smile, shine, white, lime, fine, bike
WEEK 8	Comparing: /ō/ and /ō/	WORD BANK mom, mop, lock, clock, stop, box, rock, knock nose, note, vote, wrote, note, close
WEEK 9	Comparing: /ē/ and /ee/	WORD BANK : ten, men, net, when, west, test, chest, rent, zest, dwell see, week, heel, between, cheek, need, seed, queen, screen, spree, squeeze
WEEK 10	/ŭ/ spelled <u>a</u> (<u>a</u>long) /ŭ/ spelled -<u>a</u> (banana<u>a</u>)	WORD BANK about, above, again, around, another, against banana, umbrella, Anna

2nd Grade Vowel House Focus -- Weeks 11 - 15

5 Week Focus	Prefix: un- (un) not	WORD BANK undo, untie, unbelievable
WEEK 11	Comparing: <i>/ōō/ and /oo/</i>	WORD BANK look, shook, crook, hook, book soon, noon, boom, room, broom, groom
WEEK 12	<i>/ā/</i> spelled <u>-ay</u> (day)	WORD BANK lay, day, play, May, may, stray, anyway, stay
WEEK 13	Wh- Question Words	WORD BANK who, what, where, why, when, which
WEEK 14	Comparing: <i>/er/ and /or/</i>	WORD BANK clerk, perk, perch, water, weather, other cord, for, fort, horn, more, short, worn
WEEK 15	Review: All Big Mouth -e Vowels	WORD BANK blaze, frame, eve, these, like, quite smoke, throne, mute, use

2nd Grade Vowel House Focus --- Weeks 16 - 20

5 Week Focus	Prefix: dis- (dis) not	WORD BANK dislike, disable, discourage, disappear
WEEK 16	Comparing: /ing and /ink/	WORD BANK bring, king, ring, writing, playing, singing sink, drink, ink, blink, shrink, think
WEEK 17	/ou/ and /ou/ spelled <u>ow</u> (brown)	WORD BANK about, hour, our, proud, sprout brown, crowd, owl, prowl, though
WEEK 18	/ank/	WORD BANK bank, crank, drank, rank, sank, thank
WEEK 19	Comparing: oi and oy	WORD BANK coin, choice, point enjoy, boy, joy, oyster
WEEK 20	/er/, /ir/, /ur/	WORD BANK tiger, teacher, helper fir, first, third burn, burst, church

2nd Grade Vowel House Focus--- Weeks 21 - 25

5 Week Focus	Prefix: in- (in) not	WORD BANK inconsiderate, independent, incorrect, invisible, inactive
WEEK 21	/ē/ spelled <u>ea</u> (reach), ___y (very)	WORD BANK each, reach, peach, sneak berry, family, merry, only, very
WEEK 22	/ō/ spelled <u>ow</u>	WORD BANK bow, blow, glow, snow, know, throw
WEEK 23	/ū/ spelled <u>u</u> (human), u_e (cube)	WORD BANK music, unit, human, uniform use, cute, cube, useful, confuse
WEEK 24	/ē/ spelled <u>ea</u> (meat), ___y (family), <u>ee</u> (teeth)	WORD BANK meat, seat, repeat, treat family, mommy, daddy, happy meet, teeth, cheese
WEEK 25	/ō/ spelled <u>oa</u> (road), -o (so), -oe (toe)	WORD BANK oat, toast, roast, boast, road, coach no, go, so Joe, doe, toe

2nd Grade Vowel House Focus --- Weeks 26 - 30

5 Week Focus	Prefix: pre- (pre) before	WORD BANK preschool, preview, preheat
WEEK 26	<i>/ī/</i> spelled <u>y</u> (fry)	WORD BANK by, fly, try, sky, cry, my, by, why
WEEK 27	<i>/ī/</i> spelled <u>igh</u> (high)	WORD BANK high, sigh night, right, flight, tight, might, light
WEEK 28	<i>/aw/</i> spelled <u>au</u> (author)	WORD BANK taught, sauce, launch, cause, because, pause
WEEK 29	<i>/c/</i> spelled <u>ce</u> (ice) (soft c)	WORD BANK ice, nice, mice, dice, face, race, place
WEEK 30	<i>/ā/</i> spelled <u>ai</u> (stain)	WORD BANK main, grain, brain, stain, paint, strain, wait

2nd Grade Vowel House Focus--- Weeks 31 - 35

5 Week Focus	Suffix -er (comparison) Suffix -est (comparison)	WORD BANK bigger, faster, stronger, slower, smaller, older, younger biggest, fastest, strongest, tallest, oldest, youngest, slowest
WEEK 31	/ā/ spelled <u>igh</u> (sleigh)	WORD BANK eight, freight, weigh, weight, sleigh
WEEK 32	/n/ spelled <u>kn</u> (knife)	WORD BANK knew, knot, know, knight, knife, knee, knit, kneel
WEEK 33	/ōō/ and /ōo/	WORD BANK wood, shook, look, wool, goodbye, football spoon, tools, baboon, smooth, root
WEEK 34	/ōo/ spelled <u>ew</u> (dew), <u>ue</u> (due)	WORD BANK new, chew, dew, screw, stew due, clue, blue, true, glue
WEEK 35	/onk/ and /ong/ /unk/ and /ung/	WORD BANK honk, conk, zonk wrong, belong, strong trunk, skunk, stunk rung, stung, sung

2nd Grade Vowel House Focus --- Weeks 36 - 39

Alternate List	<i>/r/</i> spelled <u>wr</u> (wrong)	WORD BANK wrong, write, wrote, wrestle, wreath, wrap, wrist
Alternate List	Final Double Letters	WORD BANK fill, mill, dill, mall, shell, spell, smell dress, mess, press, less; pass, mass huff, puff, stuff, gruff buzz, fizz, jazz, fuzz
Alternate List	Final Consonant Blends	WORD BANK erupt, slept, kept, swept act, project milk, silk, walk, hulk clasp, wasp, gasp munch, lunch, brunch
Alternate List	Long Vowel Spellings	WORD BANK cold, mold, fold, hold, bold, scold most, host, post colt, jolt, volt, bolt wild, mild, child wind, blind, grind