2nd Grade	Foundational Literacy Curriculum Map	Second Semester (Quarters 3 & 4)

Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

By 2025,
- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on page 2)

The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the TN State Standards, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represent our vision for excellent ELA instruction, including the instructional shifts.

How to Use the Curriculum Maps

The curriculum maps are meant to **support effective planning and instruction**; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely "cover the curriculum," but rather to "uncover" it by developing students' deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making make the materials come to life in classrooms. To this end, the curriculum should be viewed as a *guide,* not a *script*, and teachers should work to become experts in teaching and customizing the curriculum to meet the needs of their students.

Curriculum maps outline the content and pacing for each grade and subject. For grades K-5 ELA teachers must carefully balance attention between **skills-based** and **meaning-based competencies,** which are outlined in two separate curriculum maps. The curriculum maps include the instructional pacing and content for both areas and all grade level ELA standards. While the curriculum maps are separate, effective ELA instruction should **integrate practice of both competencies,** both in the ELA block and through the school day. A supplement to the curriculum maps, the K-5 ELA Companion Guide, outlines a protocol or routine for teachers to prepare for lessons based on the materials provided in the EL curriculum.

- For meaning-based lessons, it is critical that teachers not only prepare to deliver *lessons*, but also prepare to teach full *units* and/or *modules*. The K-5 ELA Companion Guide outlines how to examine units and modules to understand the instructional logic of the curriculum before beginning lesson preparation. The Companion Guide also outlines a "text talk" process for teachers to discuss the curriculum texts in advance of instruction and analyze those texts to understand their features and meaning.

- For skills-based lessons, the *Journeys* series remains our primary instructional resource as outlined in the Foundational Literacy Guidance document. Research demonstrates that the foundational literacy standards are best taught through a systematic and explicit sequence (such as the sequence provided by *Journeys*). While we will add on the *Journeys* resources, it is critical that teachers follow the sequence as provided.

For additional information, visit the specified grade's K-3 Journeys Foundational Skills Scope & Sequence.

2nd Grade	**Foundational Literacy Curriculum Map**	**Second Semester (Quarters 3 & 4)**

SCS Instructional Framework

The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.

The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.

In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and meaning-based competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

Effective ELA instruction requires research-based instructional practices which include:

- **Thoughtfully planned and executed lessons**. Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to <u>both</u> skills-based and meaning-based competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and meaning-based competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse**. Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.

ELA Coaching Guide

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.

The Coaching Guide is based on the [Instructional Practice Guide from Achieve the Core.](#)

2nd Grade	Foundational Literacy Curriculum Map	Second Semester (Quarters 3 & 4)

Guidance for the ELA Block

One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. We can also rely on research to help us understand which methods (i.e. whole group or small group instruction) are most effective for the specific content or skills we are teaching. The SCS ELA Block Guidance document for Grades K-2 summarizes these findings to assist educators in choosing how to spend time with students. At a high-level, we recommend that SCS K-2 students engage in the following types of practice daily:

- **Building Foundational Literacy Skills (at least 60 minutes daily)** – instruction and practice reading targeted at building decoding skills and word recognition, including using decodable texts. In grades K-2 students should also have extensive practice with fluency and explicit instruction in the language standards. The goal of the foundational reading skills is to develop fluent readers who can comprehend texts across a wide range of texts.
- **Working with High-Quality Texts (60 minutes daily EL lessons)** – including listening to, reading, discussing, and writing about texts. The primary goal is developing meaning-based competencies, though work with complex texts should reinforce foundational literacy skills and teachers should look for opportunities to make those connections explicit.
- **A Volume of Reading (as much as possible)** – additional reading (read aloud, guided, independent, or shared reading) both within the ELA block and across the school day to support all aspects of reading, including engagement and motivation.

These recommendations align to the [TDOE recommendations](#) for Tier 1 ELA Instruction. In K-2, RTI2 recommends that students receive **a total of 150 minutes** of Tier 1 ELA instruction daily. In SCS, daily literacy instruction includes an EL module lessons (60 minutes) and Foundational Literacy instruction (60-90 minutes-please see K-2 *Suggested Foundational Skills Block Framework* document for guidance on how to structure your foundational literacy time).

Guidance for Small Group Instruction

Small-group instruction offers an environment for students to express what they know and receive feedback from other students and the teacher. This includes the teacher led guided reading group in conjunction with workstations. The teacher led guided group provides a context in which the teacher can provide additional support for students in working students practicing specific foundational literacy skills. Workstations provide students with an opportunity to practice and solidify the knowledge and understanding of previously taught concepts. Most often students work independent of the teacher while in their workstations. Therefore, workstations are not used to introduce new knowledge or concepts. Workstations can reinforce the standards being taught during the Unit/Module Study, provide additional practice with previously taught skills, or build toward upcoming content.

Possible workstations for KK – 2nd grade are listed below. For more information about these workstations, see the [Resource Toolkit](#).

- **Teacher Led Small Group** - The teacher provides support for small, flexible groups of students, assisting them to use reading strategies, such as context clues, letter and sound knowledge, syntax, and word structure, to make meaning of texts. The teacher may support students in working with complex texts or decodable texts during guided reading. Along with decodable texts, the teacher should provide instruction in phonemic awareness, phonics/alphabetic principle, vocabulary, and comprehension strategies. The goal of the Teacher-led Small Group is to support students in using these strategies independently as they work to become fluent, skilled readers.
- **Reading Comprehension –** In this station students may collaborate to complete a variety of comprehension activities centered on a grade-appropriate text (usually the anchor text or another related text), including using graphic organizers to summarize and make meaning from the text and writing or illustrating in response to reading.
- **Vocabulary –** This station should provide multiple ways in which a student can use words. The more exposures students have to a word, the better chance that they will remember it. Suggestions for vocabulary words are listed in the map, and possible activities include the *Journeys* flipbooks, word games, word sorts, and using words in context.
- **Fluency –** In this station students can read word lists, phrases, or entire texts. During this time the student or a partner should monitor and chart their progress. Practice materials can include student books, passages, leveled readers, and *Journeys* cold read passages.
- **Phonics –** In this station students will work with individual letter sounds, phonics patterns, and/or high frequency words. This practice can occur through activities such as using magnetic/manipulative letters, picture sound sorts, letter tiles, sight word activities, word building activities, and using the *Journeys* flipchart.
- **Independent Reading -** One benefit of independent reading is that students are reading daily. Independent reading lays the foundation for becoming enthusiastic lifelong readers, not simply school time readers. Students need accountability for their reading, both on a weekly basis and when they finish a text. This accountability can come from reading logs as well as from conversations with teachers and peers about what they are reading.

Resource Toolkit: 2nd Grade Literacy Workstations	

Teacher-led Small Group

Teacher-led small group is one component of the reading block during which the teacher provides support for small, flexible groups of beginning readers. The teacher helps students learn to use reading strategies, such as context clues, letter and sound knowledge, and syntax or word structure. The teacher will provide instruction in the areas of phonemic awareness, phonics/alphabetic principle, vocabulary, and comprehension strategies. The goal of the small group is to support students in using these strategies independently as they work to become fluent, skilled readers.

SCS Early Literacy Team provides high quality literacy workstation ideas that correlate to the individual Journeys lesson. These workstation ideas are shared in the newsletter, *Focus on Foundations*. These workstation ideas can be accessed via the following link:

http://www.scsk12.org/earlyliteracy/newsletters?PID=1379

Small Group Reading Instruction

<u>Reading Comprehension</u>	<u>Writing</u>	<u>Vocabulary</u>

• In this station students may collaborate to complete a variety of comprehension activities centered on a grade-appropriate text.   These are some examples of activities that focus on reading comprehension:
  o Use of graphic organizers to summarize, analyze parts of the text, describe characters, etc.
  o Asking and answering questions
  o Writing in response to reading
  o Illustrate an important character or event in the story.
  o Create an advertisement to promote the book.
	Research shows that reading and writing develop hand in hand. Strengthening writing skills will help students develop their reading skills. In this station students should be given multiple opportunities and materials to practice and improve writing skills. These are some examples of activities that focus on writing:
	  o Writing journals
	  o Write in response to reading
	  o Informative Writing Organizer POW TIDE
	  o Opinion writing Organizer POW TREE
		• This station should provide multiple ways in which a student can use words. The more exposures students have to a word, the better chance that they will remember it. These are a few ideas for the vocabulary station:
		  o Journeys flipbook
		  o Word games
		  o Word sorts
		  o Words in Context

For additional ideas regarding reading comprehension activities see the information found here. Added suggestion for selective use: https://so024.k12.sd.us/language_arts_center_activities.htm	*For additional ideas regarding writing activities see the information found here.*	*For additional ideas regarding vocabulary activities see the information found here. Other suggestions:* • *http://learningtasks.weebly.com/vocabulary-strategies.html* • *http://www.fcrr.org/curriculum/PDF/G2-3/2-3Vocab_3.pdf* • *http://www.fcrr.org/curriculum/PDF/G2-3/2-3Phonics_2.pdf*

Fluency	Independent Reading	Phonics	

• In this station students can read word lists, phrases, or entire texts. During this time the student or a partner should monitor and chart their progress. The following re examples of text that can be used to practice fluency:
   o Student books
   o Passages
   o Leveled readers
   o Journeys Cold Read passages
 	
For additional ideas regarding fluency practice see the information found here.
Additional suggestion:
• *http://www.fcrr.org/curriculum/PDF/G2-3/2-3Fluency_3.pdf*
	• One benefit of independent reading is that students are reading daily. Independent reading lays the foundation for becoming enthusiastic lifelong readers, not simply school time readers. Students need accountability for their reading, both on a weekly basis and when they finish a text. This accountability can come from reading logs as well as from conversations with teachers and peers about what they are reading. . Here are some activities:
	   o Read to self
	   o Read to a partner
	
	   ✓ Reading the pictures
	   ✓ Reading the words
	   ✓ Retelling the story
	   o Listen to texts via technology
	
	For additional ideas see the independent reading contract information found here.
		• In this station students will work with individual letter sounds, phonics patterns, and/or high frequency words. Activities often incorporate the following materials:
		   o Magnetic/manipulative letters
		   o Individual white boards
		   o Picture sound sorts
		   o Letter tiles
		   o Sight word activities
		   o Word building activities
		   o Texts (including decodables)
		
		For additional ideas regarding phonics activities see the information found here.
		Other suggestions:
		• *http://www.fcrr.org/curriculum/PDF/G2-3/2-3Phonics_4.pdf*	

5

Resource Toolkit : Additional Foundational Literacy Resources

Journey's Foundational Skills Scope and Sequence	
https://forms.hmhco.com/lp/downloads/93244/Journeys_2014_Phonics_S_and_S_10-8-13.pdf	Click here to access *Journeys* 2014 CCR Foundational Skills Scope and Sequence for K-3. This document can be used to support the Foundational Skills Outline.
Foundational Literacy Resources	
http://www.scsk12.org/earlyliteracy/index	SCS Early Literacy Team provides high quality resources for school leaders, Foundational Literacy Laureates, K-2 Teachers. These resources include a newsletter called, ***Focus on Foundations***, which features instructional strategies and workstation ideas.
https://achievethecore.org/category/1206/ela-literacy-foundational-skills	Student Achievement Partners, through Achieve the Core have provided a variety of resources regarding foundational skills. These resources include a Decodable Readers Protocol, foundational skills professional development, and a foundational skills instructional guidance document. Links to all these resources and more can be accessed through the url provided.
Video Examples	
https://tn.pbslearningmedia.org/collection/professional-learning-tennessee-state-standards/?topic_id=1061	TNDOE PBS Learning Media provides video examples of foundational skills instruction by grade band.
Foundational Literacy Library	
http://www.readingrockets.org/strategies	The library provides teachers with effective, research-based classroom strategies to help build and strengthen literacy skills in print awareness, phonological awareness, phonics, fluency, vocabulary, comprehension, and writing. Each strategy in the library includes instructions on how to use the strategy, downloadable templates, examples, recommended children's books to use with the strategy, differentiation for second language learners and more.
Foundational Skills Articles	
http://achievethecore.org/page/687/both-and-literacy-instruction	*Both and Literacy Instruction* K-5 by David and Meredith Liben
https://www.oregon.gov/ode/educator-resources/standards/ELA/Documents/foundations.pdf	*K-5 Teachers Laying the Foundation*

Grade 2 English Language Arts: Scope and Sequence
Semester 2

Quarter	Foundational Literacy	Length
	QUARTER 3	
1	<mark>Flex Week</mark>	Week 1
1	• Lesson 16 Journeys Unit 4 Weekly Planner pp. T10-T11	Week 2
1	• Lesson 17 Journeys Unit 4 Weekly Planner pp. T110-111	Week 3
1	• Lesson 18 Journeys Unit 4 Weekly Planner pp. T210-211	Week 4
1	• Lesson 19 Journeys Unit 4 Weekly Planner pp. T310-311	Week 5
1	• Lesson 20 Journeys Unit 4 Weekly Planner pp. T410-411	Week 6
1	• Lesson 21 Journeys Unit 5 Weekly Planner pp. T10-11	Week 7
1	• Lesson 22 Journeys Unit 5 Weekly Planner pp. T110-111	Week 8
1	• Lesson 23 Journeys Unit 5 Weekly Planner pp. T210-211	Week 9
	<mark>Flex Week</mark>	Week 10
	QUARTER 4	
2	• Lesson 24 Journeys Unit 5 Weekly Planner pp. T310-311	Week 1
2	• Lesson 25 Journeys Unit 5 Weekly Planner pp. T410-411	Week 2
2	• Lesson 26 Journeys Unit 6 Weekly Planner pp. T10-11	Week 3
2	• Lesson 27 Journeys Unit 6 Weekly Planner pp. T110-111	Week 4
2	• Lesson 28 Journeys Unit 6 Weekly Planner pp. T210-211	Week 5
2	• Lesson 29 Journeys Unit 6 Weekly Planner pp. T306-307	Week 6
2	• Lesson 30 Journeys Unit 6 Weekly Planner pp. T406-407	Week 7
2	<mark>Flex Week</mark>	Week 8 and 9

Foundational Literacy	**Flex Week-** *This week is to be used reviewing and re-teaching foundational literacy skills addressed thus far.*

Foundational Literacy	**Unit 4, Lesson 16**				
Phonics Skill	Base Words and Endings *-ed, -ing*				
Language/Grammar *Note:* **While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.**	Pronouns				
Foundational Literacy Standards	**2.FL.PWR.3a-** Distinguish long and short vowels when reading regularly spelled one-syllable words. **2.FL.PWR.3b-** Know spelling-sound correspondences for additional common vowel teams. **2.FL.PWR.3c-** Decode regularly spelled two-syllable words with long vowels. **2.FL.PWR.3e-** Identify words with inconsistent but common spelling-sound correspondences. **2.FL.PWR.3f-** Recognize and read grade-appropriate irregularly spelled words. **2.FL.F.5a-** Read grade-level text with purpose and understanding. **2.FL.F.5b-** Read grade-level texts orally with accuracy, appropriate rate, and expression. **2.FL.SC.6c-** Use reflexive pronouns such as *myself* and *ourselves*. **2.FL.VA.7av-** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. **2.FL.VA.7bi-** Identify real-life connections between words and their use. **2.FL.VA.7c-** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.				
Decodable Texts **Note:** **Decodable texts should be used whole group and/or during small group--preferably in teacher-led small group.**	***Bee! Beep!*** *pp1-8;* ***We Helped You**, pp.9-16*				
	DAY 1	**DAY 2**	**DAY 3**	**DAY 4**	**DAY 5**
Opening Routines	Opening Routines, T12-13 • Phonemic Awareness • High Frequency Words	Opening Routines, T40-41 • Phonemic Awareness • High Frequency Words	Opening Routines, T50-51 • Phonemic Awareness • High Frequency Words	Opening Routines, T60-61 • Phonemic Awareness • High Frequency Words	Opening Routines, T70-71 • Phonemic Awareness • High Frequency Words Review and Assess

Phonemic Awareness	Phonemic Awareness, T16	Phonemic Awareness, T42	Phonemic Awareness, T52	Phonemic Awareness, T62	Review and Assess
Phonics	Phonics Base Words and Endings -ed, -in, g T16-18	Phonics Base Words and Endings -ed, -ing, T42-43	Phonics Review, T52	Phonics Phonics Review, T62-63	Phonics Phonics Review, T78 Review and Assess
Fluency	Rate, T14	Rate, T43	Rate, T53	Rate, T63	Rate, T79 Review and Assess
Word and Sentence Composition	Spelling Grammar: Pronouns, T38	Spelling Grammar: Pronouns, T48	Spelling Grammar: Pronouns, T58	Spelling Grammar: Spiral Review, T68	Spelling Grammar: Pronouns, T74-75 Review and Assess

Workstation/Small Group Activities to Reinforce Foundational Skills

- The link below connects to the **SCS Early Literacy Newsletter entitled *Focus on Foundations***. There you will find literacy workstation ideas that support this week's foundational skills focus.
  http://www.scsk12.org/earlyliteracy/uploads/files/Newsletter%20FS%20Grade%202%20%20L15%20%20L16.pdf

- For additional ideas for workstation activities, see the *2nd Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

Foundational Literacy	**Unit 4 Lesson 17**
Phonics Skill	Long *i (i, igh, ie, y)*
Language/Grammar *Note:* **While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.**	Subject-Verb Agreement
Foundational Literacy Standards	**2.FL.PWR.3a-** Distinguish long and short vowels when reading regularly spelled one-syllable words. **2.FL.PWR.3b-** Know spelling-sound correspondences for additional common vowel teams. **2.FL.PWR.3c-** Decode regularly spelled two-syllable words with long vowels. **2.FL.PWR.3f-** Recognize and read grade-appropriate irregularly spelled words. **2.FL.F.5a-** Read grade-level text with purpose and understanding. **2.FL.F.5b-** Read grade-level texts orally with accuracy, appropriate rate, and expression. **2.FL.F.5c-** Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.

	2.FL.VA.7ai- Use sentence-level context as a clue to the meaning of a word or phrase.
	2.FL.VA.7aiv- Use knowledge of the meaning of individual words to predict the meaning of compound words.
	2.FL.VA.7av- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
	2.FL.VA.7bi- Identify real-life connections between words and their use.
	2.FL.VA.7c- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Decodable Texts Note: Decodable texts should be used whole group and/or during small group--preferably in teacher-led small group.	*Bright Lights*, pp.17-24; *Wild Cats*, pp.25-32

	DAY 1	**DAY 2**	**DAY 3**	**DAY 4**	**DAY 5**
Opening Routines	Opening Routines, T112-113 • Phonemic Awareness • High Frequency Words	Opening Routines, T140-141 • Phonemic Awareness • High Frequency Words	Opening Routines, T150-151 • Phonemic Awareness • High Frequency Words	Opening Routines, T160-161 • Phonemic Awareness • High Frequency Words	Opening Routines, T170-171 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T116	Phonemic Awareness, T142	Phonemic Awareness, T152	Phonemic Awareness, T162	Review and Assess
Phonics	Phonics Long *i (i, igh, ie, y),* T116-118	Phonics Long *i (i, igh, ie, y),* T142-143	Phonics Review, T152	Phonics Phonics Review, T162-163	Phonics Review and Assess
Fluency	Stress, T114	Stress, T143	Stress, T153	Stress, T163	Stress, T179 Review and Assess
Word and Sentence Composition	Spelling Grammar: Subject-Verb Agreement, T138	Spelling Grammar: Subject-Verb Agreement, T148	Spelling Grammar: Subject-Verb Agreement, T158	Spelling Grammar: Spiral Review, T168	Spelling Grammar: Subject-Verb Agreement, T174-175 Review and Assess

Workstation/Small Group Activities to Reinforce Foundational Skills

• The link below connects to the **SCS Early Literacy Newsletter entitled** *Focus on Foundations*. There you will find literacy workstation ideas that support this week's foundational skills focus.
  http://www.scsk12.org/earlyliteracy/uploads/files/Newsletter%20FS%20Grade%202%20%20L15%20%20L16.pdf

• For additional ideas for workstation activities, see the *2nd Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

Foundational Literacy	Unit 4, Lesson 18
Phonics Skill	The Long *e* Sound for *y* Changing *y* to *i*
Language/Grammar *Note:* **While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.**	The Verb *Be*
Foundational Literacy Standards	**2.FL.PWR.3b-** Know spelling-sound correspondences for additional common vowel teams. **2.FL.PWR.3e-** Identify words with inconsistent but common spelling-sound correspondences. **2.FL.PWR.3f-** Recognize and read grade-appropriate irregularly spelled words. **2.FL.F.5a-** Read grade-level text with purpose and understanding. **2.FL.F.5b-** Read grade-level texts orally with accuracy, appropriate rate, and expression. **2.FL.SC.6d-** Form and use the past tense of frequently occurring irregular verbs. **2.FL.VA.7av-** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. **2.FL.VA.7bi-** Identify real-life connections between words and their use. **2.FL.VA.7c-** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
Decodable Texts **Note: Decodable texts should be used whole group and/or during small group--preferably in teacher-led small group.**	***Bunny and the Penny****, pp.33-40;* ***Puppies****, pp.41-48*

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routines	Opening Routines, T212-213 • Phonemic Awareness • High Frequency Words	Opening Routines, T238-239 • Phonemic Awareness • High Frequency Words	Opening Routines, T248-249 • Phonemic Awareness • High Frequency Words	Opening Routines, T260-261 • Phonemic Awareness • High Frequency Words	Opening Routines, T270-271 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T216	Phonemic Awareness, T240	Phonemic Awareness, T250	Phonemic Awareness, T262	Review and Assess
Phonics	Phonics The Long *e* Sound for *y*, T216-218	Phonics The Long *e* Sound for *y*,, T240-241	Phonics Changing *y* to *i*, T250-251	Phonics Phonics Review, T262-263	Phonics Review and Assess

Fluency	Expression, T214	Expression, T241	Expression, T253	Expression, T262	Expression, T279
					Review and Assess
Word and Sentence Composition	Spelling Grammar: The Verb *Be*, T236	Spelling Grammar: The Verb *Be*, T246	Spelling Grammar: The Verb *Be*, T258	Spelling Grammar: Spiral Review, T268	Spelling Grammar: The Verb *Be*, T274-275 Review and Assess

Workstation/Small Group Activities to Reinforce Foundational Skills

- The link below connects to the **SCS Early Literacy Newsletter entitled** *Focus on Foundations*. There you will find literacy workstation ideas that support this week's foundational skills focus.
  http://www.scsk12.org/earlyliteracy/uploads/files/Newsletter%20FS%20Grade%202%20L17%20L18.pdf

- For additional ideas for workstation activities, see the *2ⁿᵈ Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

Foundational Literacy	**Unit 4, Lesson 19**
Phonics Skill	Words with *ar*
Language/Grammar *Note:* **While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.**	Commas in Dates and Places
Foundational Literacy Standards	**2.FL.PWR.3b-** Know spelling-sound correspondences for additional common vowel teams. **2.FL.PWR.3c-** Decode regularly spelled two-syllable words with long vowels. **2.FL.PWR.3e-** Identify words with inconsistent but common spelling-sound correspondences. **2.FL.PWR.3f-** Recognize and read grade-appropriate irregularly spelled words. **2.FL.F.5a-** Read grade-level text with purpose and understanding. **2.FL.F.5c-** Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. **2.FL.SC.6i-** Use commas in the greeting and closing of a letter. **2.FL.VA.7av-** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. **2.FL.VA.7bi-** Identify real-life connections between words and their use. **2.FL.VA.7bii-** Distinguish shades of meaning among closely related words. **2.FL.VA.7c-** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Decodable Texts Note: Decodable texts should be used whole group and/or during small group--preferably in teacher-led small group.	*Darling Starling*, pp.49-56; *Going to the Farm*, pp.57-64				
	DAY 1	**DAY 2**	**DAY 3**	**DAY 4**	**DAY 5**
Opening Routines	Opening Routines, T312-313 • Phonemic Awareness • High Frequency Words	Opening Routines, T340-341 • Phonemic Awareness • High Frequency Words	Opening Routines, T350-351 • Phonemic Awareness • High Frequency Words	Opening Routines, T360-361 • Phonemic Awareness • High Frequency Words	Opening Routines, T370-371 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T316	Phonemic Awareness, T342	Phonemic Awareness, T352	Phonemic Awareness, T362	Review and Assess
Phonics	Phonics Words with *ar*, T316-318	Phonics Words with *ar*, T342-343	Phonics Phonics Review, T352	Phonics Phonics Review, T362-363	Phonics Review and Assess
Fluency	Phrasing: Punctuation, T314	Phrasing: Punctuation, T343	Phrasing: Punctuation, T353	Phrasing: Punctuation, T363	Phrasing: Punctuation, T379 Review and Assess
Word and Sentence Composition	Spelling Grammar: Commas in Dates and Places, T338	Spelling Grammar: Commas in Dates and Places, T348	Spelling Grammar: Commas in Dates and Places and Letters, T358	Spelling Grammar: Spiral Review, T368	Spelling Grammar: Commas in Dates and Places, T374-375 Review and Assess
Workstation/Small Group Activities to Reinforce Foundational Skills • The link below connects to the **SCS Early Literacy Newsletter entitled *Focus on Foundations***. There you will find literacy workstation ideas that support this week's foundational skills focus. http://www.scsk12.org/earlyliteracy/uploads/files/Newsletter%20FS%20Grade%202%20L19%20L20.pdf • For additional ideas for workstation activities, see the *2nd Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.					

Foundational Literacy	Unit 4, Lesson 20				
Phonics Skill	Words with *or, ore*				
Language/Grammar *Note:* **While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.**	Commas in a Series				
Foundational Literacy Standards	**2.FL.PWR.3f-** Recognize and read grade-appropriate irregularly spelled words. **2.FL.F.5a-** Read grade-level text with purpose and understanding. **2.FL.F.5b-** Read grade-level texts orally with accuracy, appropriate rate, and expression. **2.FL.SC.6c-** Use reflexive pronouns such as *myself* and *ourselves*. **2.FL.WC.4e-** Consult reference materials, including beginning dictionaries, to check and correct spelling. **2.FL.VA.7aii-** Determine the meaning of the new word formed when a known prefix is added to a known word. **2.FL.VA.7av-** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. **2.FL.VA.7bi-** Identify real-life connections between words and their use. **2.FL.VA.7c-** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.				
Decodable Texts: **Note: Decodable texts should be used whole group and/or during small group--preferably in teacher-led small group.**	*A Sporty Game*, pp.65-72; *My Story*, pp.73-80				
	DAY 1	**DAY 2**	**DAY 3**	**DAY 4**	**DAY 5**
Opening Routines	Opening Routines, T412-413 • Phonemic Awareness • High Frequency Words	Opening Routines, T440-441 • Phonemic Awareness • High Frequency Words	Opening Routines, T450-451 • Phonemic Awareness • High Frequency Words	Opening Routines, T460-461 • Phonemic Awareness • High Frequency Words	Opening Routines, T470-471 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T416	Phonemic Awareness, T442	Phonemic Awareness, T452	Phonemic Awareness, T462	Review and Assess
Phonics	Phonics Words with *or, ore*, T416-418	Phonics Words with *or, ore*, T442-443	Phonics Phonics Review, T452	Phonics Phonics Review, T462-463	Phonics Review and Assess
Fluency	Intonation, T414	Intonation, T443	Intonation, T453	Intonation, T463	Intonation, T479

Word and Sentence Composition	Spelling Grammar: Commas in a Series, T438	Spelling Grammar: Commas in a Series, T448	Spelling Grammar: Commas in a Series, T458	Spelling Grammar: Spiral Review, T468	Spelling Grammar: Commas in a Series, T474-475 Review and Assess

Workstation/Small Group Activities to Reinforce Foundational Skills

- The link below connects to the **SCS Early Literacy Newsletter entitled *Focus on Foundations***. There you will find literacy workstation ideas that support this week's foundational skills focus.
  http://www.scsk12.org/earlyliteracy/uploads/files/Newsletter%20FS%20Grade%202%20L19%20L20.pdf

- For additional ideas for workstation activities, see the *2nd Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

Foundational Literacy	**Unit 5, Lesson 21**
Phonics Skill	Words with *er,* Words with *ir, ur*
Language/Grammar *Note:* While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.	What is an Adjective?
Foundational Literacy Standards	**2.FL.PWR.3d-** Decode words with common prefixes and suffixes. **2.FL.F.5a**- Read grade-level text with purpose and understanding. **2.FL.SC.6c-** Use reflexive pronouns such as *myself* and *ourselves*. **2.FL.VA.7av**- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. **2.FL.VA.7bi**- Identify real-life connections between words and their use. **2.FL.VA.7c-** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
Decodable Texts Note: Decodable texts should be used whole group and/or during small group--preferably in teacher-led small group.	*Mustangs* pp.1-8; *Time to Move* pp.9-16

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routines	Opening Routines, T12-13 • Phonemic Awareness • High Frequency Words	Opening Routines, T38-39 • Phonemic Awareness • High Frequency Words	Opening Routines, T48-49 • Phonemic Awareness • High Frequency Words	Opening Routines, T60-61 • Phonemic Awareness • High Frequency Words	Opening Routines, T70-71 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T16	Phonemic Awareness, T40	Phonemic Awareness, T50	Phonemic Awareness, T62	Review and Assess
Phonics	Phonics Words with *er,* T16-18	Phonics Words with *er,* T40-41	Phonics Words with *ir, ur,* T50-51	Phonics Phonics Review, T62-63	Phonics Review and Assess T78
Fluency	Phrasing: Natural Pauses, T14	Phrasing: Natural Pauses, T41	Phrasing: Natural Pauses, T53	Phrasing: Natural Pauses, T63	Phrasing: Natural Pauses, T79 Review and Assess
Word and Sentence Composition	Spelling Grammar: What is an Adjective? T36	Spelling Grammar: What is an Adjective? T46	Spelling Grammar: What is an Adjective? T58	Spelling Grammar: Spiral Review, T68	Spelling Grammar: What is an Adjective? T74-75 Review and Assess

Workstation/Small Group Activities to Reinforce Foundational Skills

• The link below connects to the **SCS Early Literacy Newsletter entitled *Focus on Foundations***. There you will find literacy workstation ideas that support this week's foundational skills focus.
   https://drive.google.com/file/d/1G9LdexTGDyxOrNp_8GaX-GQbTcTT0ccn/view?usp=sharing

• For additional ideas for workstation activities, see the *2ⁿᵈ Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

Foundational Literacy	**Unit 5, Lesson 22**
Phonics Skill	Homophones, Base Words and Endings –er, -est
Language/Grammar *Note:* **While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.**	Using Adjectives

Foundational Literacy Standards	**2.FL.PWR.3e-** Identify words with inconsistent but common spelling-sound correspondences.
	2.FL.PWR.3f- Recognize and read grade-appropriate irregularly spelled words.
	2.FL.F.5a- Read grade-level text with purpose and understanding.
	2.FL.F.5b- Read grade-level texts orally with accuracy, appropriate rate, and expression.
	2.FL.F.5c- Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.
	2.FL.SC.6e- Use adjectives and adverbs correctly.
	2.FL.SC.6f- Produce, expand, and rearrange simple and compound sentences.
	2.FL.VA.7ai- Use sentence-level context as a clue to the meaning of a word or phrase.
	2.FL.VA.7av- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
	2.FL.VA.7bi- Identify real-life connections between words and their use.
	2.FL.VA.7bii- Distinguish shades of meaning among closely related words.
	2.FL.VA.7c- Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
Decodable Texts Note: Decodable texts should be used whole group and/or during small group--preferably in teacher-led small group.	*What's That? pp.17-24; Get Smarter! pp.25-32*

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routines	Opening Routines, T112-113 • Phonemic Awareness • High Frequency Words	Opening Routines, T138-139 • Phonemic Awareness • High Frequency Words	Opening Routines, T148-149 • Phonemic Awareness • High Frequency Words	Opening Routines, T160-161 • Phonemic Awareness • High Frequency Words	Opening Routines, T170-171 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T116	Phonemic Awareness, T140	Phonemic Awareness, T150	Phonemic Awareness, T162	Review and Assess
Phonics	Phonics Homophones, T116-118	Phonics Homophones, T140-141	Phonics Base Words and Endings –er, -est, T150-151	Phonics Phonics Review, T162-163	Phonics Review and Assess, T178
Fluency	Accuracy: Self-Correct, T114	Accuracy: Self-Correct, T141	Accuracy: Self-Correct, T153	Accuracy: Self-Correct, T163	Accuracy: Self-Correct, T179 Review and Assess
Word and Sentence Composition	Spelling Using Adjectives, T136	Spelling Using Adjectives, T146	Spelling Using Adjectives, T158	Spelling Grammar: Spiral Review, T168	Spelling Grammar: Using Adjectives, T174-175 Review and Assess

Workstation/Small Group Activities to Reinforce Foundational Skills

- The link below connects to the **SCS Early Literacy Newsletter entitled *Focus on Foundations***. There you will find literacy workstation ideas that support this week's foundational skills focus.
  https://drive.google.com/file/d/1G9LdexTGDyxOrNp_8GaX-GQbTcTT0ccn/view?usp=sharing

- For additional ideas for workstation activities, see the *2nd Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map

Foundational Literacy	Unit 5, Lesson 23
Phonics Skill	Suffixes *–y, -ly, -ful* Final Stable Syllables*, -tion, -ture*
Language/Grammar *Note:* **While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.**	Irregular Verbs
Foundational Literacy Standards	**2.FL.PWR.3d-** Decode words with common prefixes and suffixes. **2.FL.PWR.3e-** Identify words with inconsistent but common spelling-sound correspondences. **2.FL.PWR.3f-** Recognize and read grade-appropriate irregularly spelled words. **2.FL.F.5a**- Read grade-level text with purpose and understanding. **2.FL.F.5b-** Read grade-level texts orally with accuracy, appropriate rate, and expression. **2.FL.SC.6d-** Form and use the past tense of frequently occurring irregular verbs. **2.FL.VA.7aiii-** Use a known root word as a clue to the meaning of an unknown word with the same root. **2.FL.VA.7a**iv- Use knowledge of the meaning of individual words to predict the meaning of compound words. **2.FL.VA.7a**v- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. **2.FL.VA.7bi**- Identify real-life connections between words and their use. **2.FL.VA.7c-** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
Decodable Texts **Note: Decodable texts should be used whole group and/or during small group--preferably in teacher-led small group.**	*Fraidy Cat pp.33-40; Bugs in Action, pp.41-48*

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routines	Opening Routines, T212-213 • Phonemic Awareness • High Frequency Words	Opening Routines, T238-239 • Phonemic Awareness • High Frequency Words	Opening Routines, T248-249 • Phonemic Awareness • High Frequency Words	Opening Routines, T260-261 • Phonemic Awareness • High Frequency Words	Opening Routines, T270-271 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T216	Phonemic Awareness, T240	Phonemic Awareness, T250	Review and Assess	Review and Assess
Phonics	Phonics Suffixes –y, -ly, -ful, T216-218	Phonics Suffixes –y, -ly, -ful, T240-241	Phonics Final Stable Syllables, -tion, -ture T250-251	Phonics Phonics Review, T262-263	Phonics Review and Assess T278
Fluency	Rate: Adjust Rate to Purpose, T214	Rate: Adjust Rate to Purpose, T241	Rate: Adjust Rate to Purpose, T253	Rate: Adjust Rate to Purpose, T263	Rate: Adjust Rate to Purpose, T279 Review and Assess
Word and Sentence Composition	Spelling Grammar: Irregular Verbs, T236	Spelling Grammar: Irregular Verbs, T246	Spelling Grammar: Irregular Verbs, T258	Spelling Grammar: Spiral Review, T268	Spelling Grammar: Irregular Verbs, T274-275 Review and Assess

Workstation/Small Group Activities to Reinforce Foundational Skills

• The link below connects to the **SCS Early Literacy Newsletter entitled *Focus on Foundations***. There you will find literacy workstation ideas that support this week's foundational skills focus.
 https://drive.google.com/file/d/1bUR3iKFuEAl8L-mysU8ng1ZanFSvKQij/view?usp=sharing

• For additional ideas for workstation activities, see the *2ⁿᵈ Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

Foundational Literacy	*Flex Week- This week is to be used reviewing and re-teaching foundational literacy skills addressed thus far.*

Foundational Literacy	Unit 5, Lesson 24
Phonics Skill	Prefixes *re-, un-, pre-, mis-* Silent Consonants
Language/Grammar *Note:* **While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.**	Irregular Action Verbs
Foundational Literacy Standards	**2.FL.PWR.3d-** Decode words with common prefixes and suffixes. **2.FL.PWR.3e-** Identify words with inconsistent but common spelling-sound correspondences. **2.FL.PWR.3f-** Recognize and read grade-appropriate irregularly spelled words. **2.FL.F.5a-** Read grade-level text with purpose and understanding. **2.FL.F.5b-** Read grade-level texts orally with accuracy, appropriate rate, and expression. **2.FL.SC.6d-** Form and use the past tense of frequently occurring irregular verbs. **2.FL.SC.6f-** Produce, expand, and rearrange simple and compound sentences. **2.FL.VA.7a**v- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. **2.FL.VA.7bi-** Identify real-life connections between words and their use. **2.FL.VA.7c-** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.
Decodable Texts: Note: **Decodable texts should be used whole group and/or during small group--preferably in teacher-led small group.**	*The Unreal Party* pp.49-56 ***Knick and Knack*** pp.57-64

	DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
Opening Routines	Opening Routines, T312-313 • Phonemic Awareness • High Frequency Words	Opening Routines, T338-339 • Phonemic Awareness • High Frequency Words	Opening Routines, T348-349 • Phonemic Awareness • High Frequency Words	Opening Routines, T360-361 • Phonemic Awareness • High Frequency Words	Opening Routines, T370-371 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T316	Phonemic Awareness, T340	Phonemic Awareness, T350	Phonemic Awareness, T362	Review and Assess
Phonics	Phonics Prefixes *re-, un-, pre-, mis-* T316-318	Phonics Prefixes *re-, un-, pre-, mis-,* T340-341	Phonics Silent Consonants, T350-351	Phonics Phonics Review, T362-363	Phonics Review and Assess, T378

Fluency	Expression, T314	Practice Fluency, T341	Expression, T353	Practice Fluency, T363	Expression, T379 Review and Assess
Word and Sentence Composition	Spelling Grammar: Irregular Action Verbs, T336	Spelling Grammar: Irregular Action Verbs, T346	Spelling Grammar: Irregular Action Verbs, T358	Spelling Grammar: Spiral Review, T368	Spelling Grammar: Irregular Action Verbs, T374-375 Review and Assess

Workstation/Small Group Activities to Reinforce Foundational Skills

- The link below connects to the **SCS Early Literacy Newsletter entitled *Focus on Foundations***. There you will find literacy workstation ideas that support this week's foundational skills focus.
  https://drive.google.com/file/d/1bUR3iKFuEAl8L-mysU8ng1ZanFSvKQij/view?usp=sharing

- For additional ideas for workstation activities, see the *2nd Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

Foundational Literacy	**Unit 5, Lesson 25**
Phonics Skill	Words with *au, aw, al, o, a*
Language/Grammar *Note:* While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.	More Irregular Action Verbs
Foundational Literacy Standards	**2.FL.PWR.3d-** Decode words with common prefixes and suffixes. **2.FL.PWR.3e-** Identify words with inconsistent but common spelling-sound correspondences. **2.FL.PWR.3f-** Recognize and read grade-appropriate irregularly spelled words. **2.FL.F.5a**- Read grade-level text with purpose and understanding. **2.FL.SC.6d-** Form and use the past tense of frequently occurring irregular verbs. **2.FL.VA.7a**i- Use sentence-level context as a clue to the meaning of a word or phrase. **2.FL.VA.7a**v- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. **2.FL.VA.7bi-** Identify real-life connections between words and their use. **2.FL.VA.7c-** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Decodable Texts Note: Decodable texts should be used whole group and/or during small group--preferably in teacher-led small group.	*A Spring Walk* pp.65-72; *The Softball Game* pp.73-80				
	DAY 1	**DAY 2**	**DAY 3**	**DAY 4**	**DAY 5**
Opening Routines	Opening Routines, T412-413 • Phonemic Awareness • High Frequency Words	Opening Routines, T436-437 • Phonemic Awareness • High Frequency Words	Opening Routines, T446-447 • Phonemic Awareness • High Frequency Words	Opening Routines, T456-457 • Phonemic Awareness • High Frequency Words	Opening Routines, T466-467 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T416	Phonemic Awareness, T438	Phonemic Awareness, T448	Phonemic Awareness, T458	Review and Assess
Phonics	Phonics Words with *au, aw, al, o, a*, T416-418	Phonics Words with *au, aw, al, o, a*, T438-439	Phonics Phonics Review, T448	Phonics Phonics Review, T458-459	Phonics Review and Assess, T474
Fluency	Phrasing: Punctuation, T414	Phrasing: Punctuation, T439	Phrasing: Punctuation, T449	Phrasing: Punctuation, T459	Phrasing: Punctuation, T475 Review and Assess
Word and Sentence Composition	Spelling Grammar: More Irregular Action Verbs, T434	Spelling Grammar: More Irregular Action Verbs, T444	Spelling Grammar: More Irregular Action Verbs, T454	Spelling Grammar: Spiral Review, T464	Spelling Grammar: More Irregular Action Verbs, T470-471 Review and Assess
Workstation/Small Group Activities to Reinforce Foundational Skills • The link below connects to the **SCS Early Literacy Newsletter entitled *Focus on Foundations***. There you will find literacy workstation ideas that support this week's foundational skills focus. https://drive.google.com/file/d/1TOMoyv-_C6shHwUGr8CNBhHBRzVhfKaC/view • For additional ideas for workstation activities, see the *2nd Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.					

Foundational Literacy	Unit 6, Lesson 26				
Phonics Skill	Words with *oo, ew, ue, ou*				
Language/Grammar *Note:* **While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.**	Contractions				
Foundational Literacy Standards	**2.FL.PWR.3d-** Decode words with common prefixes and suffixes. **2.FL.PWR.3e-** Identify words with inconsistent but common spelling-sound correspondences. **2.FL.PWR.3f-** Recognize and read grade-appropriate irregularly spelled words. **2.FL.F.5a-** Read grade-level text with purpose and understanding. **2.FL.F.5b-** Read grade-level texts orally with accuracy, appropriate rate, and expression. **2.FL.F.5c-** Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. **2.FL.SC.6f-** Produce, expand, and rearrange simple and compound sentences. **2FL.SC.6j-** Use an apostrophe to form contractions and frequently occurring possessives. **2.FL.VA.7a**i- Use sentence-level context as a clue to the meaning of a word or phrase. **2.FL.VA.7a**v- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases **2.FL.VA.7bi-** Identify real-life connections between words and their use. **2.FL.VA.7c-** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.				
Decodable Texts **Note: Decodable texts should be used whole group and/or during small group--preferably in teacher-led small group.**	***The New Moose,*** *pp.1-8* ***I'm Follow the Clues,*** *pp.9-16*				
	DAY 1	**DAY 2**	**DAY 3**	**DAY 4**	**DAY 5**
Opening Routines	Opening Routines, T12-13 • Phonemic Awareness • High Frequency Words	Opening Routines, T40-41 • Phonemic Awareness • High Frequency Words	Opening Routines, T50-51 • Phonemic Awareness • High Frequency Words	Opening Routines, T60-61 • Phonemic Awareness • High Frequency Words	Opening Routines, T70-71 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T16	Phonemic Awareness, T42	Phonemic Awareness, T52	Phonemic Awareness, T62	Review and Assess

Phonics	Phonics	Phonics	Phonics	Phonics	Phonics
	Words with *oo, ew, ue, ou*, T16-18	Words with *oo, ew, ue, ou*, T42-43	Words with *oo, ew, ue, ou* T52	Phonics Review, T62-63	Review and Assess, T78
Fluency	Accuracy: Connected Text, T14	Accuracy: Connected Text, T43	Accuracy: Connected Text, T53	Accuracy: Connected Text, T63	Accuracy: Connected Text, T79 Review and Assess
Word and Sentence Composition	Spelling Grammar: Contractions, T38	Spelling Grammar: Contractions, T48	Spelling Grammar: Contractions, T58	Spelling Grammar: Spiral Review, T68	Spelling Grammar: Contractions, T74-75 Review and Assess

Workstation/Small Group Activities to Reinforce Foundational Skills

- The link below connects to the **SCS Early Literacy Newsletter entitled *Focus on Foundations***. There you will find literacy workstation ideas that support this week's foundational skills focus.
 https://drive.google.com/file/d/1TOMoyv-_C6shHwUGr8CNBhHBRzVhfKaC/view

- For additional ideas for workstation activities, see the *2nd Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

Foundational Literacy	**Unit 6, Lesson 27**
Phonics Skill	Words with *oo (book)*
Language/Grammar *Note:* **While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.**	What is an Adverb?
Foundational Literacy Standards	**2.FL.PWR.3a-** Distinguish long and short vowels when reading regularly spelled one-syllable words. **2.FL.PWR.3d-** Decode words with common prefixes and suffixes. **2.FL.PWR.3e-** Identify words with inconsistent but common spelling-sound correspondences. **2.FL.PWR.3f-** Recognize and read grade-appropriate irregularly spelled words. **2.FL.F.5a-** Read grade-level text with purpose and understanding. **2.FL.SC.6d-** Form and use the past tense of frequently occurring irregular verbs. **2.FL.SC.6e-** Use adjectives and adverbs correctly. **2.FL.SC.6f-** Produce, expand, and rearrange simple and compound sentences. **2.FL.VA.7a**v- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases

2.FL.VA.7bi- Identify real-life connections between words and their use. **2.FL.VA.7bii**- Distinguish shades of meaning among closely related words. **2.FL.VA.7c-** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.					

Decodable Texts **Note: Decodable texts should be used whole group and/or during small group--preferably in teacher-led small group.**	*Woody Woodchuck and the Mysterious Ball,* pp.17-24, *One or More,* pp.25-32				
	DAY 1	**DAY 2**	**DAY 3**	**DAY 4**	**DAY 5**
Opening Routines	Opening Routines, T112-113 • Phonemic Awareness • High Frequency Words	Opening Routines, T138-139 • Phonemic Awareness • High Frequency Words	Opening Routines, T148-149 • Phonemic Awareness • High Frequency Words	Opening Routines, T160-161 • Phonemic Awareness • High Frequency Words	Opening Routines, T170-171 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T116	Phonemic Awareness, T140	Phonemic Awareness, T150	Phonemic Awareness, T162	Review and Assess
Phonics	Phonics Words with *oo (book),* T116-118	Phonics Words with *oo (book),* T140-141	Phonics Phonics Review, T150-151	Phonics Phonics Review, T162-163	Phonics Review and Assess, T178
Fluency	Intonation, T114	Intonation, T141	Intonation, T153	Intonation, T163	Intonation, T179 Review and Assess
Word and Sentence Composition	Spelling Grammar: What is an Adverb? T136	Spelling Grammar: What is an Adverb? T146	Spelling Grammar: What is an Adverb? T158	Spelling Grammar: Spiral Review, T168	Spelling Grammar: What is an Adverb? T174-175 Review and Assess
Workstation/Small Group Activities to Reinforce Foundational Skills • The link below connects to the **SCS Early Literacy Newsletter entitled *Focus on Foundations***. There you will find literacy workstation ideas that support this week's foundational skills focus. https://drive.google.com/file/d/1carlp70QAKfwFokn2ufoWCQtXjpL8WYU/view • For additional ideas for workstation activities, see the *2nd Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map					

Foundational Literacy	**Unit 6, Lesson 28**				
Phonics Skill	Vowel Diphthongs *ow, ou*				
Language/Grammar *Note:* **While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.**	Possessive Nouns				
Foundational Literacy Standards	**2.FL.PWR.3d-** Decode words with common prefixes and suffixes. **2.FL.PWR.3e-** Identify words with inconsistent but common spelling-sound correspondences. **2.FL.PWR.3f-** Recognize and read grade-appropriate irregularly spelled words. **2.FL.F.5a-** Read grade-level text with purpose and understanding. **2.FL.F.5c-** Use context to confirm or self-correct word recognition and understanding of words; reread as necessary. **2.FL.SC.6d-** Form and use the past tense of frequently occurring irregular verbs. **2FL.SC.6j-** Use an apostrophe to form contractions and frequently occurring possessives. **2.FL.VA.7a**v- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases **2.FL.VA.7bi-** Identify real-life connections between words and their use. **2.FL.VA.7c-** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.				
Decodable Texts **Note: Decodable texts should be used whole group and/or during small group--preferably in teacher-led small group.**	*Howie's Big Brown Box, pp.33-40; What a Surprise! pp.41-48*				
	DAY 1	**DAY 2**	**DAY 3**	**DAY 4**	**DAY 5**
Opening Routines	Opening Routines, T212-213 • Phonemic Awareness • High Frequency Words	Opening Routines, T234-235 • Phonemic Awareness • High Frequency Words	Opening Routines, T244-245 • Phonemic Awareness • High Frequency Words	Opening Routines, T254-255 • Phonemic Awareness • High Frequency Words	Opening Routines, T266-267 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T216	Phonemic Awareness, T236	Phonemic Awareness, T246	Phonemic Awareness, T256	Review and Assess
Phonics	Phonics Vowel Diphthongs *ow, ou*, T216-218	Phonics Vowel Diphthongs *ow, ou*, T236-237	Phonics Phonics Review, T246	Phonics Phonics Review, T256-257	Phonics Review and Assess, T274
Fluency	Phrasing: Natural Pauses,	Phrasing: Natural Pauses,	Phrasing: Natural Pauses,	Phrasing: Natural Pauses,	Phrasing: Natural Pauses, T275

	T214	T237	T247	T257	Review and Assess
Word and Sentence Composition	Spelling Grammar: Possessive Nouns, T232	Spelling Grammar: Possessive Nouns, T242	Spelling Grammar: Possessive Nouns, T252	Spelling Grammar: Spiral Review, T264	Spelling Grammar: Possessive Nouns T270-271 Review and Assess

Workstation/Small Group Activities to Reinforce Foundational Skills

- The link below connects to the **SCS Early Literacy Newsletter entitled** *Focus on Foundations*. There you will find literacy workstation ideas that support this week's foundational skills focus.
  https://drive.google.com/file/d/1carlp70QAKfwFokn2ufoWCQtXjpL8WYU/view

- For additional ideas for workstation activities, see the *2ⁿᵈ Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

Foundational Literacy	**Unit 6, Lesson 29**
Phonics Skill	Reading Longer Words with Long Vowels *a* and *i* Vowel Diphthongs *oi, oy*
Language/Grammar *Note:* **While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.**	Possessive Pronouns
Foundational Literacy Standards	**2.FL.PWR.3b-** Know spelling-sound correspondences for additional common vowel teams. **2.FL.PWR.3c-** Decode regularly spelled two-syllable words with long vowels. **2.FL.PWR.3f-** Recognize and read grade-appropriate irregularly spelled words. **2.FL.F.5a-** Read grade-level text with purpose and understanding. **2.FL.F.5b-** Read grade-level texts orally with accuracy, appropriate rate, and expression. **2.FL.SC.6d-** Form and use the past tense of frequently occurring irregular verbs. **2FL.VA.7a**v- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases **2.FL.VA.7bi-** Identify real-life connections between words and their use. **2.FL.VA.7c-** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

Decodable Texts Note: Decodable texts should be used whole group and/or during small group--preferably in teacher-led small group.	*Not So Alike,* pp.49-56, *Corduroy and Will,* pp.57-64				
	DAY 1	**DAY 2**	**DAY 3**	**DAY 4**	**DAY 5**
Opening Routines	Opening Routines, T308-309 • Phonemic Awareness • High Frequency Words	Opening Routines, T334-335 • Phonemic Awareness • High Frequency Words	Opening Routines, T344-345 • Phonemic Awareness • High Frequency Words	Opening Routines, T356-357 • Phonemic Awareness • High Frequency Words	Opening Routines, T366-367 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T312	Phonemic Awareness, T336	Phonemic Awareness, T346	Phonemic Awareness, T358	Review and Assess
Phonics	Phonics Reading Longer Words with Long Vowels *a* and i, T312-314	Phonics Reading Longer Words with Long Vowels *a* and i, T336-337	Phonics Words with Vowel Diphthongs *oi, oy* T347	Phonics Phonics Review, T358-359	Phonics Review and Assess, T374
Fluency	Expression, T310	Expression, T337	Expression, T349	Expression, T359	Expression, T375 Review and Assess
Word and Sentence Composition	Spelling Grammar: Possessive Pronouns, T332	Spelling Grammar: Possessive Pronouns, T342	Spelling Grammar: Possessive Pronouns, T354	Spelling Grammar: Spiral Review, T364	Spelling Grammar: Possessive Pronouns, T371-372 Review and Assess

Workstation/Small Group Activities to Reinforce Foundational Skills

- The link below connects to the **SCS Early Literacy Newsletter entitled** *Focus on Foundations*. There you will find literacy workstation ideas that support this week's foundational skills focus.
  https://drive.google.com/file/d/11nzI5K3j-HxjJokO4zC36W_BnTuIR6Fc/view

- For additional ideas for workstation activities, see the *2nd Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

Foundational Literacy	**Unit 6, Lesson 30**				
Phonics Skill	Reading Longer Words with Long Vowels *o* and *e*, Final Stable Syllable *-le*				
Language/Grammar *Note:* **While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodables and/or EL texts when applying grammar instruction in context.**	Choose Between Adjectives and Adverbs				
Foundational Literacy Standards	**2.FL.PWR.3a-** Distinguish long and short vowels when reading regularly spelled one-syllable words. **2.FL.PWR.3b-** Know spelling-sound correspondences for additional common vowel teams. **2.FL.PWR.3c-** Decode regularly spelled two-syllable words with long vowels. **2.FL.PWR.3f-** Recognize and read grade-appropriate irregularly spelled words. **2.FL.F.5a-** Read grade-level text with purpose and understanding. **2.FL.F.5b-** Read grade-level texts orally with accuracy, appropriate rate, and expression. **2.FL.SC.6d-** Form and use the past tense of frequently occurring irregular verbs. **2.FL.SC.6e-** Use adjectives and adverbs correctly. **2.FL.VA.7a**i- Use sentence-level context as a clue to the meaning of a word or phrase. **2.FL.VA.7aiii-** Use a known root word as a clue to the meaning of an unknown word with the same root. **2.FL.VA.7bi-** Identify real-life connections between words and their use. **2.FL.VA.7c-** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.				
Decodable Texts Note: **Decodable texts should be used whole group and/or during small group--preferably in teacher-led small group.**	***A Picnic Problem,*** *pp.65-72,* ***Polly Poodle,*** *pp.73-80*				
	DAY 1	**DAY 2**	**DAY 3**	**DAY 4**	**DAY 5**
Opening Routines	Opening Routines, T408-409 • Phonemic Awareness • High Frequency Words	Opening Routines, T434-435 • Phonemic Awareness • High Frequency Words	Opening Routines, T444-445 • Phonemic Awareness • High Frequency Words	Opening Routines, T456-457 • Phonemic Awareness • High Frequency Words	Opening Routines, T466-467 • Phonemic Awareness • High Frequency Words Review and Assess
Phonemic Awareness	Phonemic Awareness, T412	Phonemic Awareness, T436	Phonemic Awareness, T446	Phonemic Awareness, T458	Review and Assess

Phonics	Phonics Reading Longer Words with Long Vowels *o* and *e*, T412-414	Phonics Reading Longer Words with Long Vowels *o* and *e*, T436-437	Phonics Final Stable Syllable -*le*, T446-447	Phonics Phonics Review, T458-459	Phonics Review and Assess, T474
Fluency	Rate: Adjust Rate to Purpose, T410	Ac Rate: Adjust Rate to Purpose, T437	Rate: Adjust Rate to Purpose, T449	Rate: Adjust Rate to Purpose, T459	A Rate: Adjust Rate to Purpose, T475 Review and Assess
Word and Sentence Composition	Spelling Grammar: Adjectives and Adverbs, T432	Spelling Grammar: Adjectives and Adverbs, T442	Spelling Grammar: Adjectives and Adverbs, T454	Spelling Grammar: Spiral Review, T464	Spelling Grammar: Adjectives and Adverbs, T470-471 Review and Assess

Workstation/Small Group Activities to Reinforce Foundational Skills

- The link below connects to the **SCS Early Literacy Newsletter entitled *Focus on Foundations***. There you will find literacy workstation ideas that support this week's foundational skills focus.
  https://drive.google.com/file/d/11nzI5K3j-HxjJokO4zC36W_BnTuIR6Fc/view
- For additional ideas for workstation activities, see the *2nd Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

Foundational Literacy	*Flex Weeks- These final weeks should to be used reviewing, re-teaching and assessing foundational literacy skills taught this school year.*

Semester 2 Ends