

| 2 <sup>nd</sup> Grade  | Foundational Literacy Curriculum Map | Second Semester (Quarters 3 & 4) |
|--|--------------------------------------|----------------------------------|
| <b>Introduction</b>  |                                      |                                  |
| <p>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.</p> <p><b>By 2025,</b></p> <ul style="list-style-type: none"> <li>● <b>80% of our students will graduate from high school college or career ready</b></li> <li>● <b>90% of students will graduate on time</b></li> <li>● <b>100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.</b></li> </ul> <p>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 <a href="#">page 2</a>)</p> <p>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 <a href="#">TN State Standards</a>, 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 <a href="#">the instructional shifts</a>.</p>  |                                      |                                  |
| <b>How to Use the Curriculum Maps</b>  |                                      |                                  |
| <p>The curriculum maps are meant to <b>support effective planning and instruction</b>; 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 <i>guide</i>, not a <i>script</i>, and teachers should work to become experts in teaching and customizing the curriculum to meet the needs of their students.</p> <p>Curriculum maps outline the content and pacing for each grade and subject. For grades K-5 ELA teachers must carefully balance attention between <b>skills-based</b> and <b>meaning-based competencies</b>, 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 <b>integrate practice of both competencies</b>, 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.</p> <ul style="list-style-type: none"> <li>● For meaning-based lessons, it is critical that teachers not only prepare to deliver <i>lessons</i>, but also prepare to teach full <i>units</i> and/or <i>modules</i>. 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.</li> <li>● For skills-based lessons, the <i>Journeys</i> series remains our primary instructional resource as outlined in the Foundational Literacy Guidance document. <a href="#">Research demonstrates</a> that the foundational literacy standards are best taught through a systematic and explicit sequence (such as the sequence provided by <i>Journeys</i>). While we will add on the <i>Journeys</i> resources, it is critical that teachers follow the sequence as provided.</li> </ul> <p>For additional information, visit the specified grade’s <a href="#">K-3 Journeys Foundational Skills Scope &amp; Sequence</a>.</p> |                                      |                                  |

## 2<sup>nd</sup> Grade, Semester 2

2<sup>nd</sup> 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 both 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](#).

| 2 <sup>nd</sup> Grade   | Foundational Literacy Curriculum Map | Second Semester (Quarters 3 & 4) |
|---|--------------------------------------|----------------------------------|
| <b>Guidance for the ELA Block</b>   |                                      |                                  |
| <p>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:</p> <ul style="list-style-type: none"> <li>• <b>Building Foundational Literacy Skills (at least 60 minutes daily)</b> – 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.</li> <li>• <b>Working with High-Quality Texts (60 minutes daily EL lessons)</b> – 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.</li> <li>• <b>A Volume of Reading (as much as possible)</b> – 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.</li> </ul> <p>These recommendations align to the <a href="#">TDOE recommendations</a> for Tier 1 ELA Instruction. In K-2, RTI2 recommends that students receive <b>a total of 150 minutes</b> 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 <a href="#">K-2 Suggested Foundational Skills Block Framework</a> document for guidance on how to structure your foundational literacy time).</p>  |                                      |                                  |
| <b>Guidance for Small Group Instruction</b>   |                                      |                                  |
| <p>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.</p>  |                                      |                                  |
| <p><b>Possible workstations for KK – 2<sup>nd</sup> grade are listed below. For more information about these workstations, see the <a href="#">Resource Toolkit</a>.</b></p>  |                                      |                                  |
| <ul style="list-style-type: none"> <li>• <b>Teacher Led Small Group</b> - 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.</li> <li>• <b>Reading Comprehension</b> – 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.</li> <li>• <b>Vocabulary</b> – 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 <i>Journeys</i> flipbooks, word games, word sorts, and using words in context.</li> <li>• <b>Fluency</b> – 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 <i>Journeys</i> cold read passages.</li> <li>• <b>Phonics</b> – 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 <i>Journeys</i> flipchart.</li> <li>• <b>Independent Reading</b> - 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.</li> </ul> |                                      |                                  |

Resource Toolkit: 2<sup>nd</sup> 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

**Reading Comprehension**

- 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:
  - Use of graphic organizers to summarize, analyze parts of the text, describe characters, etc.
  - Asking and answering questions
  - Writing in response to reading
  - Illustrate an important character or event in the story.
  - Create an advertisement to promote the book.

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](https://so024.k12.sd.us/language_arts_center_activities.htm)

**Writing**

- 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:
  - Journeys flipbook
  - Writing journals
  - Write in response to reading
  - [POW TIDE](#) organizer (informative writing)
  - [POW TREE](#) organizer (opinion writing)

For additional ideas regarding writing activities see the information found [here](#).

**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. These are a few ideas for the vocabulary station:
  - Journeys flipbook
  - Word games
  - Word sorts
  - Words in Context

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/G2-3/2-3Vocab_3.pdf)
- [http://www.fcrr.org/curriculum/PDF/G2-3/2-3Phonics\\_2.pdf](http://www.fcrr.org/curriculum/PDF/G2-3/2-3Phonics_2.pdf)

| <u>Fluency</u>  | <u>Independent Reading</u>  | <u>Phonics</u>  |  |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>• 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 are examples of text that can be used to practice fluency:                             <ul style="list-style-type: none"> <li>○ Student books</li> <li>○ Passages</li> <li>○ Leveled readers</li> <li>○ Journeys Cold Read passages</li> </ul> </li> </ul> <p><i>For additional ideas regarding fluency practice see the information found <a href="#">here</a>.</i></p> <p><i>Additional suggestion:</i></p> <ul style="list-style-type: none"> <li>• <a href="http://www.fcrr.org/curriculum/PDF/G2-3/2-3Fluency_3.pdf">http://www.fcrr.org/curriculum/PDF/G2-3/2-3Fluency_3.pdf</a></li> </ul> | <ul style="list-style-type: none"> <li>• 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:                             <ul style="list-style-type: none"> <li>○ Read to self</li> <li>○ Read to a partner</li> <br/> <li>✓ Reading the pictures</li> <li>✓ Reading the words</li> <li>✓ Retelling the story</li> <li>○ Listen to texts via technology</li> </ul> </li> </ul> <p><i>For additional ideas see the independent reading contract information found <a href="#">here</a>.</i></p> | <ul style="list-style-type: none"> <li>• In this station students will work with individual letter sounds, phonics patterns, and/or high frequency words. Activities often incorporate the following materials:                             <ul style="list-style-type: none"> <li>○ Magnetic/manipulative letters</li> <li>○ Individual white boards</li> <li>○ Picture sound sorts</li> <li>○ Letter tiles</li> <li>○ Sight word activities</li> <li>○ Word building activities</li> <li>○ Texts (including decodables)</li> </ul> </li> </ul> <p><i>For additional ideas regarding phonics activities see the information found <a href="#">here</a>.</i></p> <p><i>Other suggestions:</i></p> <ul style="list-style-type: none"> <li>• <a href="http://www.fcrr.org/curriculum/PDF/G2-3/2-3Phonics_4.pdf">http://www.fcrr.org/curriculum/PDF/G2-3/2-3Phonics_4.pdf</a></li> </ul> |  |

## 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](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](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

<http://www.ode.state.or.us/teachlearn/subjects/elarts/reading/literacy/foundations.pdf>

*K-5 Teachers Laying the Foundation*

Grade 2 English Language Arts: Scope and Sequence  
Semester 2

| <u>Quarter</u>   | <u>Foundational Literacy</u>  | <u>Length</u> |
|------------------|---|---------------|
| <b>QUARTER 3</b> |   |               |
| 1                | <b>Flex Week</b>  | Week 1        |
| 1                | <ul style="list-style-type: none"> <li>Lesson 16 Journeys Unit 4 Weekly Planner pp. T10-T11</li> </ul>  | Week 2        |
| 1                | <ul style="list-style-type: none"> <li>Lesson 17 Journeys Unit 4 Weekly Planner pp. T110-111</li> </ul> | Week 3        |
| 1                | <ul style="list-style-type: none"> <li>Lesson 18 Journeys Unit 4 Weekly Planner pp. T210-211</li> </ul> | Week 4        |
| 1                | <ul style="list-style-type: none"> <li>Lesson 19 Journeys Unit 4 Weekly Planner pp. T310-311</li> </ul> | Week 5        |
| 1                | <ul style="list-style-type: none"> <li>Lesson 20 Journeys Unit 4 Weekly Planner pp. T410-411</li> </ul> | Week 6        |
| 1                | <ul style="list-style-type: none"> <li>Lesson 21 Journeys Unit 5 Weekly Planner pp. T10-11</li> </ul>   | Week 7        |
| 1                | <ul style="list-style-type: none"> <li>Lesson 22 Journeys Unit 5 Weekly Planner pp. T110-111</li> </ul> | Week 8        |
| 1                | <ul style="list-style-type: none"> <li>Lesson 23 Journeys Unit 5 Weekly Planner pp. T210-211</li> </ul> | Week 9        |
|                  | <b>Flex Week</b>  | Week 10       |
| <b>QUARTER 4</b> |   |               |
| 2                | <ul style="list-style-type: none"> <li>Lesson 24 Journeys Unit 5 Weekly Planner pp. T310-311</li> </ul> | Week 1        |
| 2                | <ul style="list-style-type: none"> <li>Lesson 25 Journeys Unit 5 Weekly Planner pp. T410-411</li> </ul> | Week 2        |
| 2                | <ul style="list-style-type: none"> <li>Lesson 26 Journeys Unit 6 Weekly Planner pp. T10-11</li> </ul>   | Week 3        |
| 2                | <ul style="list-style-type: none"> <li>Lesson 27 Journeys Unit 6 Weekly Planner pp. T110-111</li> </ul> | Week 4        |
| 2                | <ul style="list-style-type: none"> <li>Lesson 28 Journeys Unit 6 Weekly Planner pp. T210-211</li> </ul> | Week 5        |
| 2                | <ul style="list-style-type: none"> <li>Lesson 29 Journeys Unit 6 Weekly Planner pp. T306-307</li> </ul> | Week 6        |
| 2                | <ul style="list-style-type: none"> <li>Lesson 30 Journeys Unit 6 Weekly Planner pp. T406-407</li> </ul> | Week 7        |
| 2                | <b>Flex Week</b>  | Week 8 and 9  |

|                              |  |
|------------------------------|--|
| <b>Foundational Literacy</b> | <b>Flex Week- This week is to be used reviewing and re-teaching foundational literacy skills addressed thus far.</b> |
|------------------------------|--|

|   |   |   |   |   |  |
|---|---|---|---|---|--|
| <b>Foundational Literacy</b>  | <b>Unit 4, Lesson 16</b>  |   |   |   |  |
| <b>Phonics Skill</b>  | Base Words and Endings <i>-ed, -ing</i>   |   |   |   |  |
| <b>Language/Grammar</b><br><i>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.</i> | Pronouns  |   |   |   |  |
| <b>Foundational Literacy Standards</b>  | <p><b>2.FL.PWR.3a-</b> Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p><b>2.FL.PWR.3b-</b> Know spelling-sound correspondences for additional common vowel teams.</p> <p><b>2.FL.PWR.3c-</b> Decode regularly spelled two-syllable words with long vowels.</p> <p><b>2.FL.PWR.3e-</b> Identify words with inconsistent but common spelling-sound correspondences.</p> <p><b>2.FL.PWR.3f-</b> Recognize and read grade-appropriate irregularly spelled words.</p> <p><b>2.FL.F.5a-</b> Read grade-level text with purpose and understanding.</p> <p><b>2.FL.F.5b-</b> Read grade-level texts orally with accuracy, appropriate rate, and expression.</p> <p><b>2.FL.SC.6c-</b> Use reflexive pronouns such as <i>myself</i> and <i>ourselves</i>.</p> <p><b>2.FL.VA.7av-</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p><b>2.FL.VA.7bi-</b> Identify real-life connections between words and their use.</p> <p><b>2.FL.VA.7c-</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> |   |   |   |  |
| <b>Decodable Texts</b><br><i>Note: Decodable texts should be used whole group and/or during small group.</i>  | <b><i>Bee! Beep!</i></b> pp1-8; <b><i>We Helped You,</i></b> pp.9-16  |   |   |   |  |
|   | <b>DAY 1</b>  | <b>DAY 2</b>  | <b>DAY 3</b>  | <b>DAY 4</b>  | <b>DAY 5</b>   |
| <b>Opening Routines</b>   | Opening Routines, T12-13 <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>High Frequency Words</li> </ul>   | Opening Routines, T40-41 <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>High Frequency Words</li> </ul> | Opening Routines, T50-51 <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>High Frequency Words</li> </ul> | Opening Routines, T60-61 <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>High Frequency Words</li> </ul> | Opening Routines, T70-71 <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>High Frequency Words</li> </ul> <p>Review and Assess</p> |



**2<sup>nd</sup> Grade, Semester 2**

|                                      |   |  |                                    |   |  |
|--------------------------------------|---|--|------------------------------------|---|--|
| <b>Phonemic Awareness</b>            | Phonemic Awareness, T16                                 | Phonemic Awareness, T42                                | Phonemic Awareness, T52            | Phonemic Awareness, T62                 | Review and Assess  |
| <b>Phonics</b>                       | Phonics<br>Base Words and Endings<br>-ed, -in, g T16-18 | Phonics<br>Base Words and Endings<br>-ed, -ing, T42-43 | Phonics<br>Review, T52             | Phonics<br>Phonics Review, T62-63       | Phonics<br>Phonics Review, T78<br>Review and Assess        |
| <b>Fluency</b>                       | Rate, T14   | Rate, T43  | Rate, T53                          | Rate, T63                               | Rate, T79<br><br>Review and Assess                         |
| <b>Word and Sentence Composition</b> | Spelling<br>Grammar: Pronouns, T38                      | Spelling<br>Grammar: Pronouns, T48                     | Spelling<br>Grammar: Pronouns, T58 | Spelling<br>Grammar: Spiral Review, T68 | Spelling<br>Grammar: Pronouns, T74-75<br>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 newsletters that are written to align with the foundational skills identified per lesson. The newsletters include lesson PowerPoints and ideas for literacy workstation activities that align to the week’s foundational skills focus.  
<http://www.scsk12.org/earlyliteracy/newsletters?PID=1379>
- For additional ideas for workstation activities, see the *2<sup>nd</sup> Grade Literacy Workstations Toolkit* found on page 4 of the Foundational Literacy Map.

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

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|  | <p><b>2.FL.VA.7ai-</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>2.FL.VA.7aiv-</b> Use knowledge of the meaning of individual words to predict the meaning of compound words.</p> <p><b>2.FL.VA.7av-</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p><b>2.FL.VA.7bi-</b> Identify real-life connections between words and their use.</p> <p><b>2.FL.VA.7c-</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> |  |  |  |   |
| <p><b>Decodable Texts</b></p> <p>Note: Decodable texts should be used whole group and/or during small group.</p>   | <p><b>Bright Lights</b>, pp.17-24; <b>Wild Cats</b>, pp.25-32</p>   |  |  |  |   |
|  | <b>DAY 1</b>  | <b>DAY 2</b>   | <b>DAY 3</b>   | <b>DAY 4</b>   | <b>DAY 5</b>  |
| <b>Opening Routines</b>  | Opening Routines, T112-113<br>• Phonemic Awareness<br>• High Frequency Words  | Opening Routines, T140-141<br>• Phonemic Awareness<br>• High Frequency Words | Opening Routines, T150-151<br>• Phonemic Awareness<br>• High Frequency Words | Opening Routines, T160-161<br>• Phonemic Awareness<br>• High Frequency Words | Opening Routines, T170-171<br>• Phonemic Awareness<br>• High Frequency Words<br><br>Review and Assess |
| <b>Phonemic Awareness</b>  | Phonemic Awareness, T116  | Phonemic Awareness, T142   | Phonemic Awareness, T152   | Phonemic Awareness, T162   | Review and Assess   |
| <b>Phonics</b>   | Phonics<br>Long <i>i</i> ( <i>i, igh, ie, y</i> ), T116-118   | Phonics<br>Long <i>i</i> ( <i>i, igh, ie, y</i> ), T142-143                  | Phonics<br>Review, T152  | Phonics<br>Phonics Review, T162-163  | Phonics<br><br>Review and Assess  |
| <b>Fluency</b>   | Stress, T114  | Stress, T143   | Stress, T153   | Stress, T163   | Stress, T179<br><br>Review and Assess   |
| <b>Word and Sentence Composition</b>   | Spelling<br>Grammar: Subject-Verb Agreement, T138   | Spelling<br>Grammar: Subject-Verb Agreement, T148                            | Spelling<br>Grammar: Subject-Verb Agreement, T158                            | Spelling<br>Grammar: Spiral Review, T168                                     | Spelling<br>Grammar: Subject-Verb Agreement, T174-175<br><br>Review and Assess                        |
| <p><b>Workstation/Small Group Activities to Reinforce Foundational Skills</b></p> <ul style="list-style-type: none"> <li>The link below connects to the <b>SCS Early Literacy Newsletter entitled <i>Focus on Foundations</i></b>. There you will find newsletters that are written to align with the foundational skills identified per lesson. The newsletters include lesson PowerPoints and ideas for literacy workstation activities that align to the week’s foundational skills focus.<br/><a href="http://www.scsk12.org/earlyliteracy/newsletters?PID=1379">http://www.scsk12.org/earlyliteracy/newsletters?PID=1379</a></li> <li>For additional ideas for workstation activities, see the <i>2<sup>nd</sup> Grade Literacy Workstations</i> Toolkit found on page 4 of the Foundational Literacy Map.</li> </ul> |   |  |  |  |   |

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|---|--|--|--|--|---|
| <b>Foundational Literacy</b>  | <b>Unit 4, Lesson 18</b>   |  |  |  |   |
| <b>Phonics Skill</b>  | The Long e Sound for y<br>Changing y to i  |  |  |  |   |
| <b>Language/Grammar</b><br><i>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.</i> | The Verb Be  |  |  |  |   |
| <b>Foundational Literacy Standards</b>  | <p><b>2.FL.PWR.3b-</b> Know spelling-sound correspondences for additional common vowel teams.</p> <p><b>2.FL.PWR.3e-</b> Identify words with inconsistent but common spelling-sound correspondences.</p> <p><b>2.FL.PWR.3f-</b> Recognize and read grade-appropriate irregularly spelled words.</p> <p><b>2.FL.F.5a-</b> Read grade-level text with purpose and understanding.</p> <p><b>2.FL.F.5b-</b> Read grade-level texts orally with accuracy, appropriate rate, and expression.</p> <p><b>2.FL.SC.6d-</b> Form and use the past tense of frequently occurring irregular verbs.</p> <p><b>2.FL.VA.7av-</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p><b>2.FL.VA.7bi-</b> Identify real-life connections between words and their use.</p> <p><b>2.FL.VA.7c-</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> |  |  |  |   |
| <b>Decodable Texts</b><br><i>Note: Decodable texts should be used whole group and/or during small group.</i>  | <i>Bunny and the Penny, pp.33-40; Puppies, pp.41-48</i>  |  |  |  |   |
|   | <b>DAY 1</b>   | <b>DAY 2</b>   | <b>DAY 3</b>   | <b>DAY 4</b>   | <b>DAY 5</b>  |
| <b>Opening Routines</b>   | Opening Routines, T212-213<br>• Phonemic Awareness<br>• High Frequency Words   | Opening Routines, T238-239<br>• Phonemic Awareness<br>• High Frequency Words | Opening Routines, T248-249<br>• Phonemic Awareness<br>• High Frequency Words | Opening Routines, T260-261<br>• Phonemic Awareness<br>• High Frequency Words | Opening Routines, T270-271<br>• Phonemic Awareness<br>• High Frequency Words<br><br>Review and Assess |
| <b>Phonemic Awareness</b>   | Phonemic Awareness, T216   | Phonemic Awareness, T240   | Phonemic Awareness, T250   | Phonemic Awareness, T262   | Review and Assess   |
| <b>Phonics</b>  | Phonics<br>The Long e Sound for y, T216-218  | Phonics<br>The Long e Sound for y,, T240-241                                 | Phonics<br>Changing y to i, T250-251   | Phonics<br>Phonics Review, T262-263  | Phonics<br>Review and Assess  |

**2<sup>nd</sup> Grade, Semester 2**

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|--------------------------------------|--|--|--|--|---|
| <b>Fluency</b>                       | Expression, T214                               | Expression, T241                               | Expression, T253                               | Expression, T262                         | Expression, T279<br><br>Review and Assess                                   |
| <b>Word and Sentence Composition</b> | Spelling<br>Grammar: The Verb <i>Be</i> , T236 | Spelling<br>Grammar: The Verb <i>Be</i> , T246 | Spelling<br>Grammar: The Verb <i>Be</i> , T258 | Spelling<br>Grammar: Spiral Review, T268 | Spelling<br>Grammar: The Verb <i>Be</i> , T274-275<br><br>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 newsletters that are written to align with the foundational skills identified per lesson. The newsletters include lesson PowerPoints and ideas for literacy workstation activities that align to the week’s foundational skills focus.  
<http://www.scsk12.org/earlyliteracy/newsletters?PID=1379>
- For additional ideas for workstation activities, see the *2<sup>nd</sup> Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

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

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| <b>Decodable Texts</b><br>Note: Decodable texts should be used whole group and/or during small group.   | <b><i>Darling Starling</i>, pp.49-56; <i>Going to the Farm</i>, pp.57-64</b> |  |  |  |   |
|   | <b>DAY 1</b>   | <b>DAY 2</b>   | <b>DAY 3</b>   | <b>DAY 4</b>   | <b>DAY 5</b>  |
| <b>Opening Routines</b>   | Opening Routines, T312-313<br>• Phonemic Awareness<br>• High Frequency Words | Opening Routines, T340-341<br>• Phonemic Awareness<br>• High Frequency Words | Opening Routines, T350-351<br>• Phonemic Awareness<br>• High Frequency Words | Opening Routines, T360-361<br>• Phonemic Awareness<br>• High Frequency Words | Opening Routines, T370-371<br>• Phonemic Awareness<br>• High Frequency Words<br><br>Review and Assess |
| <b>Phonemic Awareness</b>   | Phonemic Awareness, T316   | Phonemic Awareness, T342   | Phonemic Awareness, T352   | Phonemic Awareness, T362   | Review and Assess   |
| <b>Phonics</b>  | Phonics<br>Words with <i>ar</i> , T316-318                                   | Phonics<br>Words with <i>ar</i> , T342-343                                   | Phonics<br>Phonics Review, T352  | Phonics<br>Phonics Review, T362-363  | Phonics<br><br>Review and Assess  |
| <b>Fluency</b>  | Phrasing: Punctuation, T314  | Phrasing: Punctuation, T343  | Phrasing: Punctuation, T353  | Phrasing: Punctuation, T363  | Phrasing: Punctuation, T379<br><br>Review and Assess  |
| <b>Word and Sentence Composition</b>  | Spelling<br>Grammar: Commas in Dates and Places, T338                        | Spelling<br>Grammar: Commas in Dates and Places, T348                        | Spelling<br>Grammar: Commas in Dates and Places and Letters, T358            | Spelling<br>Grammar: Spiral Review, T368                                     | Spelling<br>Grammar: Commas in Dates and Places, T374-375<br>Review and Assess                        |
| <b>Workstation/Small Group Activities to Reinforce Foundational Skills</b> <ul style="list-style-type: none"> <li>The link below connects to the <b>SCS Early Literacy Newsletter entitled <i>Focus on Foundations</i></b>. There you will find newsletters that are written to align with the foundational skills identified per lesson. The newsletters include lesson PowerPoints and ideas for literacy workstation activities that align to the week’s foundational skills focus.<br/><a href="http://www.scsk12.org/earlyliteracy/newsletters?PID=1379">http://www.scsk12.org/earlyliteracy/newsletters?PID=1379</a></li> <li>For additional ideas for workstation activities, see the <i>2<sup>nd</sup> Grade Literacy Workstations</i> Toolkit found on page 4 of the Foundational Literacy Map.</li> </ul> |  |  |  |  |   |

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

**2<sup>nd</sup> Grade, Semester 2**

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| <b>Word and Sentence Composition</b> | Spelling<br>Grammar: Commas in a Series, T438 | Spelling<br>Grammar: Commas in a Series, T448 | Spelling<br>Grammar: Commas in a Series, T458 | Spelling<br>Grammar: Spiral Review, T468 | Spelling<br>Grammar: Commas in a Series, T474-475<br><br>Review and Assess |
|--------------------------------------|---|---|---|--|--|

**Workstation/Small Group Activities to Reinforce Foundational Skills**

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<http://www.scsk12.org/earlyliteracy/newsletters?PID=1379>
- For additional ideas for workstation activities, see the *2<sup>nd</sup> Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

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

**2<sup>nd</sup> Grade, Semester 2**

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

**Workstation/Small Group Activities to Reinforce Foundational Skills**

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<http://www.scsk12.org/earlyliteracy/newsletters?PID=1379>
- For additional ideas for workstation activities, see the *2<sup>nd</sup> Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

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



|   |  |  |  |  |   |
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| <p><b>Foundational Literacy Standards</b></p>   | <p><b>2.FL.PWR.3e-</b> Identify words with inconsistent but common spelling-sound correspondences.<br/> <b>2.FL.PWR.3f-</b> Recognize and read grade-appropriate irregularly spelled words.<br/> <b>2.FL.F.5a-</b> Read grade-level text with purpose and understanding.<br/> <b>2.FL.F.5b-</b> Read grade-level texts orally with accuracy, appropriate rate, and expression.<br/> <b>2.FL.F.5c-</b> Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.<br/> <b>2.FL.SC.6e-</b> Use adjectives and adverbs correctly.<br/> <b>2.FL.SC.6f-</b> Produce, expand, and rearrange simple and compound sentences.<br/> <b>2.FL.VA.7ai-</b> Use sentence-level context as a clue to the meaning of a word or phrase.<br/> <b>2.FL.VA.7av-</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.<br/> <b>2.FL.VA.7bi-</b> Identify real-life connections between words and their use.<br/> <b>2.FL.VA.7bii-</b> Distinguish shades of meaning among closely related words.<br/> <b>2.FL.VA.7c-</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> |  |  |  |   |
| <p><b>Decodable Texts</b><br/> <small>Note: Decodable texts should be used whole group and/or during small group.</small></p> | <p><i>What's That?</i> pp.17-24; <i>Get Smarter!</i> pp.25-32</p>  |  |  |  |   |
|   | <p><b>DAY 1</b></p>  | <p><b>DAY 2</b></p>  | <p><b>DAY 3</b></p>  | <p><b>DAY 4</b></p>  | <p><b>DAY 5</b></p>   |
| <p><b>Opening Routines</b></p>  | <p>Opening Routines, T112-113<br/> <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> </p>   | <p>Opening Routines, T138-139<br/> <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> </p> | <p>Opening Routines, T148-149<br/> <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> </p> | <p>Opening Routines, T160-161<br/> <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> </p> | <p>Opening Routines, T170-171<br/> <ul style="list-style-type: none"> <li>• Phonemic Awareness</li> <li>• High Frequency Words</li> </ul> <p>Review and Assess</p> </p> |
| <p><b>Phonemic Awareness</b></p>  | <p>Phonemic Awareness, T116</p>  | <p>Phonemic Awareness, T140</p>  | <p>Phonemic Awareness, T150</p>  | <p>Phonemic Awareness, T162</p>  | <p>Review and Assess</p>  |
| <p><b>Phonics</b></p>   | <p>Phonics<br/> Homophones, T116-118</p>   | <p>Phonics<br/> Homophones, T140-141</p>   | <p>Phonics<br/> Base Words and Endings –er, -est, T150-151</p>   | <p>Phonics<br/> Phonics Review, T162-163</p>   | <p>Phonics<br/> Review and Assess, T178</p>   |
| <p><b>Fluency</b></p>   | <p>Accuracy: Self-Correct, T114</p>  | <p>Accuracy: Self-Correct, T141</p>  | <p>Accuracy: Self-Correct, T153</p>  | <p>Accuracy: Self-Correct, T163</p>  | <p>Accuracy: Self-Correct, T179<br/> Review and Assess</p>  |
| <p><b>Word and Sentence Composition</b></p>   | <p>Spelling<br/> Using Adjectives, T136</p>  | <p>Spelling<br/> Using Adjectives, T146</p>  | <p>Spelling<br/> Using Adjectives, T158</p>  | <p>Spelling<br/> Grammar: Spiral Review, T168</p>  | <p>Spelling<br/> Grammar: Using Adjectives, T174-175<br/> Review and Assess</p>   |

**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 newsletters that are written to align with the foundational skills identified per lesson. The newsletters include lesson PowerPoints and ideas for literacy workstation activities that align to the week’s foundational skills focus.  
<http://www.scsk12.org/earlyliteracy/newsletters?PID=1379>
- For additional ideas for workstation activities, see the *2<sup>nd</sup> Grade Literacy Workstations Toolkit* found on page 4 of the Foundational Literacy Map

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

**2<sup>nd</sup> Grade, Semester 2**

|                                      | DAY 1  | DAY 2  | DAY 3  | DAY 4  | DAY 5   |
|--------------------------------------|--|--|--|--|---|
| <b>Opening Routines</b>              | Opening Routines, T212-213<br>• Phonemic Awareness<br>• High Frequency Words | Opening Routines, T238-239<br>• Phonemic Awareness<br>• High Frequency Words | Opening Routines, T248-249<br>• Phonemic Awareness<br>• High Frequency Words | Opening Routines, T260-261<br>• Phonemic Awareness<br>• High Frequency Words | Opening Routines, T270-271<br>• Phonemic Awareness<br>• High Frequency Words<br>Review and Assess |
| <b>Phonemic Awareness</b>            | Phonemic Awareness, T216   | Phonemic Awareness, T240   | Phonemic Awareness, T250   | Review and Assess  | Review and Assess   |
| <b>Phonics</b>                       | Phonics<br>Suffixes <i>-y, -ly, -ful</i> , T216-218                          | Phonics<br>Suffixes <i>-y, -ly, -ful</i> , T240-241                          | Phonics<br>Final Stable Syllables, <i>-tion, -ture</i> T250-251              | Phonics<br>Phonics Review, T262-263  | Phonics<br>Review and Assess T278   |
| <b>Fluency</b>                       | 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<br>Review and Assess   |
| <b>Word and Sentence Composition</b> | Spelling<br>Grammar: Irregular Verbs, T236                                   | Spelling<br>Grammar: Irregular Verbs, T246                                   | Spelling<br>Grammar: Irregular Verbs, T258                                   | Spelling<br>Grammar: Spiral Review, T268                                     | Spelling<br>Grammar: Irregular Verbs, T274-275<br><br>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 newsletters that are written to align with the foundational skills identified per lesson. The newsletters include lesson PowerPoints and ideas for literacy workstation activities that align to the week’s foundational skills focus.  
<http://www.scsk12.org/earlyliteracy/newsletters?PID=1379>
- For additional ideas for workstation activities, see the *2<sup>nd</sup> 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.**

|   |   |   |  |  |   |
|---|---|---|--|--|---|
| <b>Foundational Literacy</b>  | <b>Unit 5, Lesson 24</b>  |   |  |  |   |
| <b>Phonics Skill</b>  | Prefixes <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>mis-</i><br>Silent Consonants   |   |  |  |   |
| <b>Language/Grammar</b><br><i>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.</i> | Irregular Action Verbs  |   |  |  |   |
| <b>Foundational Literacy Standards</b>  | <p><b>2.FL.PWR.3d-</b> Decode words with common prefixes and suffixes.</p> <p><b>2.FL.PWR.3e-</b> Identify words with inconsistent but common spelling-sound correspondences.</p> <p><b>2.FL.PWR.3f-</b> Recognize and read grade-appropriate irregularly spelled words.</p> <p><b>2.FL.F.5a-</b> Read grade-level text with purpose and understanding.</p> <p><b>2.FL.F.5b-</b> Read grade-level texts orally with accuracy, appropriate rate, and expression.</p> <p><b>2.FL.SC.6d-</b> Form and use the past tense of frequently occurring irregular verbs.</p> <p><b>2.FL.SC.6f-</b> Produce, expand, and rearrange simple and compound sentences.</p> <p><b>2.FL.VA.7av-</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p><b>2.FL.VA.7bi-</b> Identify real-life connections between words and their use.</p> <p><b>2.FL.VA.7c-</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> |   |  |  |   |
| <b>Decodable Texts:</b><br><i>Note: Decodable texts should be used whole group and/or during small group.</i>   | <i>The Unreal Party pp.49-56 Knick and Knack pp.57-64</i>   |   |  |  |   |
|   | <b>DAY 1</b>  | <b>DAY 2</b>  | <b>DAY 3</b>   | <b>DAY 4</b>   | <b>DAY 5</b>  |
| <b>Opening Routines</b>   | Opening Routines, T312-313<br>• Phonemic Awareness<br>• High Frequency Words  | Opening Routines, T338-339<br>• Phonemic Awareness<br>• High Frequency Words          | Opening Routines, T348-349<br>• Phonemic Awareness<br>• High Frequency Words | Opening Routines, T360-361<br>• Phonemic Awareness<br>• High Frequency Words | Opening Routines, T370-371<br>• Phonemic Awareness<br>• High Frequency Words<br><br>Review and Assess |
| <b>Phonemic Awareness</b>   | Phonemic Awareness, T316  | Phonemic Awareness, T340  | Phonemic Awareness, T350   | Phonemic Awareness, T362   | Review and Assess   |
| <b>Phonics</b>  | Phonics<br>Prefixes <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>mis-</i><br>T316-318   | Phonics<br>Prefixes <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>mis-</i> ,<br>T340-341 | Phonics<br>Silent Consonants, T350-351                                       | Phonics<br>Phonics Review, T362-363  | Phonics<br><br>Review and Assess, T378  |

**2<sup>nd</sup> Grade, Semester 2**

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

**Workstation/Small Group Activities to Reinforce Foundational Skills**

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<http://www.scsk12.org/earlyliteracy/newsletters?PID=1379>
- For additional ideas for workstation activities, see the *2<sup>nd</sup> Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

|  |   |
|--|---|
| <b>Foundational Literacy</b>   | <b>Unit 5, Lesson 25</b>  |
| <b>Phonics Skill</b>   | Words with <i>au, aw, al, o, a</i>  |
| <b>Language/Grammar</b><br><i>Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys decodable and/or EL texts when applying grammar instruction in context.</i> | More Irregular Action Verbs   |
| <b>Foundational Literacy Standards</b>   | <p><b>2.FL.PWR.3d-</b> Decode words with common prefixes and suffixes.</p> <p><b>2.FL.PWR.3e-</b> Identify words with inconsistent but common spelling-sound correspondences.</p> <p><b>2.FL.PWR.3f-</b> Recognize and read grade-appropriate irregularly spelled words.</p> <p><b>2.FL.F.5a-</b> Read grade-level text with purpose and understanding.</p> <p><b>2.FL.SC.6d-</b> Form and use the past tense of frequently occurring irregular verbs.</p> <p><b>2.FL.VA.7ai-</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>2.FL.VA.7av-</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</p> <p><b>2.FL.VA.7bi-</b> Identify real-life connections between words and their use.</p> <p><b>2.FL.VA.7c-</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> |
| <b>Decodable Texts</b><br><i>Note: Decodable texts should be used whole group and/or during</i>  | <b><i>A Spring Walk</i> pp.65-72; <i>The Softball Game</i> pp.73-80</b>   |

| small group.                         |  |  |  |  |   |
|--------------------------------------|--|--|--|--|---|
|                                      | DAY 1  | DAY 2  | DAY 3  | DAY 4  | DAY 5   |
| <b>Opening Routines</b>              | Opening Routines, T412-413<br>• Phonemic Awareness<br>• High Frequency Words | Opening Routines, T436-437<br>• Phonemic Awareness<br>• High Frequency Words | Opening Routines, T446-447<br>• Phonemic Awareness<br>• High Frequency Words | Opening Routines, T456-457<br>• Phonemic Awareness<br>• High Frequency Words | Opening Routines, T466-467<br>• Phonemic Awareness<br>• High Frequency Words<br><br>Review and Assess |
| <b>Phonemic Awareness</b>            | Phonemic Awareness, T416   | Phonemic Awareness, T438   | Phonemic Awareness, T448   | Phonemic Awareness, T458   | Review and Assess   |
| <b>Phonics</b>                       | Phonics<br>Words with <i>au, aw, al, o, a</i> ,<br>T416-418                  | Phonics<br>Words with <i>au, aw, al, o, a</i> ,<br>T438-439                  | Phonics<br>Phonics Review, T448  | Phonics<br>Phonics Review, T458-459  | Phonics<br><br>Review and Assess, T474  |
| <b>Fluency</b>                       | Phrasing: Punctuation, T414  | Phrasing: Punctuation, T439  | Phrasing: Punctuation, T449  | Phrasing: Punctuation, T459  | Phrasing: Punctuation, T475<br>Review and Assess  |
| <b>Word and Sentence Composition</b> | Spelling<br>Grammar: More Irregular<br>Action Verbs, T434                    | Spelling<br>Grammar: More Irregular<br>Action Verbs, T444                    | Spelling<br>Grammar: More Irregular<br>Action Verbs, T454                    | Spelling<br>Grammar: Spiral Review,<br>T464                                  | Spelling<br>Grammar: More Irregular Action<br>Verbs, T470-471<br><br>Review and Assess                |

**Workstation/Small Group Activities to Reinforce Foundational Skills**

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<http://www.scsk12.org/earlyliteracy/newsletters?PID=1379>
- For additional ideas for workstation activities, see the *2<sup>nd</sup> Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

|   |   |  |  |  |   |
|---|---|--|--|--|---|
| <b>Foundational Literacy</b>  | <b>Unit 6, Lesson 26</b>  |  |  |  |   |
| <b>Phonics Skill</b>  | Words with <i>oo, ew, ue, ou</i>  |  |  |  |   |
| <b>Language/Grammar</b><br><i>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.</i> | Contractions  |  |  |  |   |
| <b>Foundational Literacy Standards</b>  | <p><b>2.FL.PWR.3d-</b> Decode words with common prefixes and suffixes.</p> <p><b>2.FL.PWR.3e-</b> Identify words with inconsistent but common spelling-sound correspondences.</p> <p><b>2.FL.PWR.3f-</b> Recognize and read grade-appropriate irregularly spelled words.</p> <p><b>2.FL.F.5a-</b> Read grade-level text with purpose and understanding.</p> <p><b>2.FL.F.5b-</b> Read grade-level texts orally with accuracy, appropriate rate, and expression.</p> <p><b>2.FL.F.5c-</b> Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.</p> <p><b>2.FL.SC.6f-</b> Produce, expand, and rearrange simple and compound sentences.</p> <p><b>2FL.SC.6j-</b> Use an apostrophe to form contractions and frequently occurring possessives.</p> <p><b>2.FL.VA.7ai-</b> Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p><b>2.FL.VA.7av-</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p> <p><b>2.FL.VA.7bi-</b> Identify real-life connections between words and their use.</p> <p><b>2.FL.VA.7c-</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> |  |  |  |   |
| <b>Decodable Texts</b><br><i>Note: Decodable texts should be used whole group and/or during small group.</i>  | <i>The New Moose, pp.1-8 I'm Follow the Clues, pp.9-16</i>  |  |  |  |   |
|   | <b>DAY 1</b>  | <b>DAY 2</b>   | <b>DAY 3</b>   | <b>DAY 4</b>   | <b>DAY 5</b>  |
| <b>Opening Routines</b>   | Opening Routines, T12-13<br>• Phonemic Awareness<br>• High Frequency Words  | Opening Routines, T40-41<br>• Phonemic Awareness<br>• High Frequency Words | Opening Routines, T50-51<br>• Phonemic Awareness<br>• High Frequency Words | Opening Routines, T60-61<br>• Phonemic Awareness<br>• High Frequency Words | Opening Routines, T70-71<br>• Phonemic Awareness<br>• High Frequency Words<br><br>Review and Assess |
| <b>Phonemic Awareness</b>   | Phonemic Awareness, T16   | Phonemic Awareness, T42  | Phonemic Awareness, T52  | Phonemic Awareness, T62  | Review and Assess   |
| <b>Phonics</b>  | Phonics<br>Words with <i>oo, ew, ue, ou</i> ,<br>T16-18   | Phonics<br>Words with <i>oo, ew, ue, ou</i> ,<br>T42-43                    | Phonics<br>Words with <i>oo, ew, ue, ou</i><br>T52                         | Phonics<br>Phonics Review, T62-63  | Phonics<br><br>Review and Assess, T78   |

**2<sup>nd</sup> Grade, Semester 2**

|                                      |  |  |  |   |  |
|--------------------------------------|--|--|--|---|--|
| <b>Fluency</b>                       | Accuracy: Connected Text, T14          | Accuracy: Connected Text, T43          | Accuracy: Connected Text, T53          | Accuracy: Connected Text, T63           | Accuracy: Connected Text, T79<br>Review and Assess                 |
| <b>Word and Sentence Composition</b> | Spelling<br>Grammar: Contractions, T38 | Spelling<br>Grammar: Contractions, T48 | Spelling<br>Grammar: Contractions, T58 | Spelling<br>Grammar: Spiral Review, T68 | Spelling<br>Grammar: Contractions, T74-75<br><br>Review and Assess |

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<http://www.scsk12.org/earlyliteracy/newsletters?PID=1379>
- For additional ideas for workstation activities, see the *2<sup>nd</sup> Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

|   |   |
|---|---|
| <b>Foundational Literacy</b>  | <b>Unit 6, Lesson 27</b>  |
| <b>Phonics Skill</b>  | Words with <i>oo</i> ( <i>book</i> )  |
| <b>Language/Grammar</b><br><i>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.</i> | What is an Adverb?  |
| <b>Foundational Literacy Standards</b>  | <p><b>2.FL.PWR.3a-</b> Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p><b>2.FL.PWR.3d-</b> Decode words with common prefixes and suffixes.</p> <p><b>2.FL.PWR.3e-</b> Identify words with inconsistent but common spelling-sound correspondences.</p> <p><b>2.FL.PWR.3f-</b> Recognize and read grade-appropriate irregularly spelled words.</p> <p><b>2.FL.F.5a-</b> Read grade-level text with purpose and understanding.</p> <p><b>2.FL.SC.6d-</b> Form and use the past tense of frequently occurring irregular verbs.</p> <p><b>2.FL.SC.6e-</b> Use adjectives and adverbs correctly.</p> <p><b>2.FL.SC.6f-</b> Produce, expand, and rearrange simple and compound sentences.</p> <p><b>2.FL.VA.7av-</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p> <p><b>2.FL.VA.7bi-</b> Identify real-life connections between words and their use.</p> <p><b>2.FL.VA.7bii-</b> Distinguish shades of meaning among closely related words.</p> <p><b>2.FL.VA.7c-</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> |



|  |   |  |  |  |   |
|--|---|--|--|--|---|
| <b>Decodable Texts</b><br>Note: Decodable texts should be used whole group and/or during small group.  | <b>Woody Woodchuck and the Mysterious Ball, pp.17-24, One or More, pp.25-32</b> |  |  |  |   |
|  | <b>DAY 1</b>  | <b>DAY 2</b>   | <b>DAY 3</b>   | <b>DAY 4</b>   | <b>DAY 5</b>  |
| <b>Opening Routines</b>  | Opening Routines, T112-113<br>• Phonemic Awareness<br>• High Frequency Words    | Opening Routines, T138-139<br>• Phonemic Awareness<br>• High Frequency Words | Opening Routines, T148-149<br>• Phonemic Awareness<br>• High Frequency Words | Opening Routines, T160-161<br>• Phonemic Awareness<br>• High Frequency Words | Opening Routines, T170-171<br>• Phonemic Awareness<br>• High Frequency Words<br><br>Review and Assess |
| <b>Phonemic Awareness</b>  | Phonemic Awareness, T116  | Phonemic Awareness, T140   | Phonemic Awareness, T150   | Phonemic Awareness, T162   | Review and Assess   |
| <b>Phonics</b>   | Phonics<br>Words with oo ( <i>book</i> ), T116-118                              | Phonics<br>Words with oo ( <i>book</i> ), T140-141                           | Phonics<br>Phonics Review, T150-151  | Phonics<br>Phonics Review, T162-163  | Phonics<br><br>Review and Assess, T178  |
| <b>Fluency</b>   | Intonation, T114  | Intonation, T141   | Intonation, T153   | Intonation, T163   | Intonation, T179<br><br>Review and Assess   |
| <b>Word and Sentence Composition</b>   | Spelling<br>Grammar: What is an Adverb? T136                                    | Spelling<br>Grammar: What is an Adverb? T146                                 | Spelling<br>Grammar: What is an Adverb? T158                                 | Spelling<br>Grammar: Spiral Review, T168                                     | Spelling<br>Grammar: What is an Adverb? T174-175<br><br>Review and Assess                             |
| <b>Workstation/Small Group Activities to Reinforce Foundational Skills</b> <ul style="list-style-type: none"> <li>The link below connects to the <b>SCS Early Literacy Newsletter entitled <i>Focus on Foundations</i></b>. There you will find newsletters that are written to align with the foundational skills identified per lesson. The newsletters include lesson PowerPoints and ideas for literacy workstation activities that align to the week’s foundational skills focus.<br/> <a href="http://www.scsk12.org/earlyliteracy/newsletters?PID=1379">http://www.scsk12.org/earlyliteracy/newsletters?PID=1379</a> </li> <li>For additional ideas for workstation activities, see the <i>2<sup>nd</sup> Grade Literacy Workstations</i> Toolkit found on page 4 of the Foundational Literacy Map</li> </ul> |   |  |  |  |   |

|                              |                                |
|------------------------------|--------------------------------|
| <b>Foundational Literacy</b> | <b>Unit 6, Lesson 28</b>       |
| <b>Phonics Skill</b>         | Vowel Diphthongs <i>ow, ou</i> |

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| <p><b>Language/Grammar</b></p> <p><i>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.</i></p> | <p>Possessive Nouns</p>  |  |  |  |   |
| <p><b>Foundational Literacy Standards</b></p>  | <p><b>2.FL.PWR.3d-</b> Decode words with common prefixes and suffixes.<br/> <b>2.FL.PWR.3e-</b> Identify words with inconsistent but common spelling-sound correspondences.<br/> <b>2.FL.PWR.3f-</b> Recognize and read grade-appropriate irregularly spelled words.<br/> <b>2.FL.F.5a-</b> Read grade-level text with purpose and understanding.<br/> <b>2.FL.F.5c-</b> Use context to confirm or self-correct word recognition and understanding of words; reread as necessary.<br/> <b>2.FL.SC.6d-</b> Form and use the past tense of frequently occurring irregular verbs.<br/> <b>2FL.SC.6j-</b> Use an apostrophe to form contractions and frequently occurring possessives.<br/> <b>2.FL.VA.7av-</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases<br/> <b>2.FL.VA.7bi-</b> Identify real-life connections between words and their use.<br/> <b>2.FL.VA.7c-</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> |  |  |  |   |
| <p><b>Decodable Texts</b></p> <p><i>Note: Decodable texts should be used whole group and/or during small group.</i></p>  | <p><b>Howie's Big Brown Box</b>, pp.33-40; <b>What a Surprise!</b> pp.41-48</p>  |  |  |  |   |
|  | <p><b>DAY 1</b></p>  | <p><b>DAY 2</b></p>  | <p><b>DAY 3</b></p>  | <p><b>DAY 4</b></p>  | <p><b>DAY 5</b></p>   |
| <p><b>Opening Routines</b></p>   | <p>Opening Routines, T212-213</p> <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>High Frequency Words</li> </ul>   | <p>Opening Routines, T234-235</p> <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>High Frequency Words</li> </ul> | <p>Opening Routines, T244-245</p> <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>High Frequency Words</li> </ul> | <p>Opening Routines, T254-255</p> <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>High Frequency Words</li> </ul> | <p>Opening Routines, T266-267</p> <ul style="list-style-type: none"> <li>Phonemic Awareness</li> <li>High Frequency Words</li> </ul> <p>Review and Assess</p> |
| <p><b>Phonemic Awareness</b></p>   | <p>Phonemic Awareness, T216</p>  | <p>Phonemic Awareness, T236</p>  | <p>Phonemic Awareness, T246</p>  | <p>Phonemic Awareness, T256</p>  | <p>Review and Assess</p>  |
| <p><b>Phonics</b></p>  | <p>Phonics<br/>Vowel Diphthongs <i>ow, ou</i>, T216-218</p>  | <p>Phonics<br/>Vowel Diphthongs <i>ow, ou</i>, T236-237</p>  | <p>Phonics<br/>Phonics Review, T246</p>  | <p>Phonics<br/>Phonics Review, T256-257</p>  | <p>Phonics<br/>Review and Assess, T274</p>  |
| <p><b>Fluency</b></p>  | <p>Phrasing: Natural Pauses, T214</p>  | <p>Phrasing: Natural Pauses, T237</p>  | <p>Phrasing: Natural Pauses, T247</p>  | <p>Phrasing: Natural Pauses, T257</p>  | <p>Phrasing: Natural Pauses, T275<br/>Review and Assess</p>   |
| <p><b>Word and Sentence Composition</b></p>  | <p>Spelling<br/>Grammar: Possessive Nouns, T232</p>  | <p>Spelling<br/>Grammar: Possessive Nouns, T242</p>  | <p>Spelling<br/>Grammar: Possessive Nouns, T252</p>  | <p>Spelling<br/>Grammar: Spiral Review, T264</p>   | <p>Spelling<br/>Grammar: Possessive Nouns T270-271</p>  |

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|  |  |  |  |  | Review and Assess |
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**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 newsletters that are written to align with the foundational skills identified per lesson. The newsletters include lesson PowerPoints and ideas for literacy workstation activities that align to the week’s foundational skills focus.  
<http://www.scsk12.org/earlyliteracy/newsletters?PID=1379>
- For additional ideas for workstation activities, see the *2<sup>nd</sup> Grade Literacy Workstations* Toolkit found on page 4 of the Foundational Literacy Map.

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| <b>Foundational Literacy</b>  | <b>Unit 6, Lesson 29</b>   |
| <b>Phonics Skill</b>  | Reading Longer Words with Long Vowels <i>a</i> and <i>i</i><br>Vowel Diphthongs <i>oi</i> , <i>oy</i>  |
| <b>Language/Grammar</b><br><i>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.</i> | Possessive Pronouns  |
| <b>Foundational Literacy Standards</b>  | <p><b>2.FL.PWR.3b-</b> Know spelling-sound correspondences for additional common vowel teams.</p> <p><b>2.FL.PWR.3c-</b> Decode regularly spelled two-syllable words with long vowels.</p> <p><b>2.FL.PWR.3f-</b> Recognize and read grade-appropriate irregularly spelled words.</p> <p><b>2.FL.F.5a-</b> Read grade-level text with purpose and understanding.</p> <p><b>2.FL.F.5b-</b> Read grade-level texts orally with accuracy, appropriate rate, and expression.</p> <p><b>2.FL.SC.6d-</b> Form and use the past tense of frequently occurring irregular verbs.</p> <p><b>2FL.VA.7av-</b> Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases</p> <p><b>2.FL.VA.7bi-</b> Identify real-life connections between words and their use.</p> <p><b>2.FL.VA.7c-</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.</p> |
| <b>Decodable Texts</b><br><i>Note: Decodable texts should be used whole group and/or during small group.</i>  | <i>Not So Alike</i> , pp.49-56, <i>Corduroy and Will</i> , pp.57-64  |

**2<sup>nd</sup> Grade, Semester 2**

|                                      | DAY 1   | DAY 2   | DAY 3  | DAY 4  | DAY 5   |
|--------------------------------------|---|---|--|--|---|
| <b>Opening Routines</b>              | Opening Routines, T308-309<br>• Phonemic Awareness<br>• High Frequency Words      | Opening Routines, T334-335<br>• Phonemic Awareness<br>• High Frequency Words      | Opening Routines, T344-345<br>• Phonemic Awareness<br>• High Frequency Words | Opening Routines, T356-357<br>• Phonemic Awareness<br>• High Frequency Words | Opening Routines, T366-367<br>• Phonemic Awareness<br>• High Frequency Words<br><br>Review and Assess |
| <b>Phonemic Awareness</b>            | Phonemic Awareness, T312  | Phonemic Awareness, T336  | Phonemic Awareness, T346   | Phonemic Awareness, T358   | Review and Assess   |
| <b>Phonics</b>                       | Phonics<br>Reading Longer Words with Long Vowels <i>a</i> and <i>i</i> , T312-314 | Phonics<br>Reading Longer Words with Long Vowels <i>a</i> and <i>i</i> , T336-337 | Phonics<br>Words with Vowel Diphthongs <i>oi</i> , <i>oy</i> T347            | Phonics<br>Phonics Review, T358-359  | Phonics<br><br>Review and Assess, T374  |
| <b>Fluency</b>                       | Expression, T310  | Expression, T337  | Expression, T349   | Expression, T359   | Expression, T375<br><br>Review and Assess   |
| <b>Word and Sentence Composition</b> | Spelling<br>Grammar: Possessive Pronouns, T332                                    | Spelling<br>Grammar: Possessive Pronouns, T342                                    | Spelling<br>Grammar: Possessive Pronouns, T354                               | Spelling<br>Grammar: Spiral Review, T364                                     | Spelling<br>Grammar: Possessive Pronouns, T371-372<br><br>Review and Assess                           |

**Workstation/Small Group Activities to Reinforce Foundational Skills**

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

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|--|---|
| <b>Foundational Literacy</b>   | <b>Unit 6, Lesson 30</b>  |
| <b>Phonics Skill</b>   | Reading Longer Words with Long Vowels <i>o</i> and <i>e</i> ,<br>Final Stable Syllable <i>-le</i> |
| <b>Language/Grammar</b><br><i>Note: While grammar instruction noted in this map aligns to Journeys Scope and Sequence, teachers may use Journeys</i> | Choose Between Adjectives and Adverbs   |

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| <p>decodables and/or EL texts when applying grammar instruction in context.</p>  |   |   |   |   |   |
| <p><b>Foundational Literacy Standards</b></p>  | <p>2.FL.PWR.3a- Distinguish long and short vowels when reading regularly spelled one-syllable words.<br/>                 2.FL.PWR.3b- Know spelling-sound correspondences for additional common vowel teams.<br/>                 2.FL.PWR.3c- Decode regularly spelled two-syllable words with long vowels.<br/>                 2.FL.PWR.3f- Recognize and read grade-appropriate irregularly spelled words.<br/>                 2.FL.F.5a- Read grade-level text with purpose and understanding.<br/>                 2.FL.F.5b- Read grade-level texts orally with accuracy, appropriate rate, and expression.<br/>                 2.FL.SC.6d- Form and use the past tense of frequently occurring irregular verbs.<br/>                 2.FL.SC.6e- Use adjectives and adverbs correctly.<br/>                 2.FL.VA.7ai- Use sentence-level context as a clue to the meaning of a word or phrase.<br/>                 2.FL.VA.7aiii- Use a known root word as a clue to the meaning of an unknown word with the same root.<br/>                 2.FL.VA.7bi- Identify real-life connections between words and their use.<br/>                 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.</p> |   |   |   |   |
| <p><b>Decodable Texts</b><br/>                 Note: Decodable texts should be used whole group and/or during small group.</p> | <p><i>A Picnic Problem</i>, pp.65-72, <i>Polly Poodle</i>, pp.73-80</p>   |   |   |   |   |
|  | <b>DAY 1</b>  | <b>DAY 2</b>  | <b>DAY 3</b>  | <b>DAY 4</b>  | <b>DAY 5</b>  |
| <p><b>Opening Routines</b></p>   | <p>Opening Routines, T408-409<br/>                 • Phonemic Awareness<br/>                 • High Frequency Words</p>   | <p>Opening Routines, T434-435<br/>                 • Phonemic Awareness<br/>                 • High Frequency Words</p> | <p>Opening Routines, T444-445<br/>                 • Phonemic Awareness<br/>                 • High Frequency Words</p> | <p>Opening Routines, T456-457<br/>                 • Phonemic Awareness<br/>                 • High Frequency Words</p> | <p>Opening Routines, T466-467<br/>                 • Phonemic Awareness<br/>                 • High Frequency Words<br/><br/>                 Review and Assess</p> |
| <p><b>Phonemic Awareness</b></p>   | <p>Phonemic Awareness, T412</p>   | <p>Phonemic Awareness, T436</p>   | <p>Phonemic Awareness, T446</p>   | <p>Phonemic Awareness, T458</p>   | <p>Review and Assess</p>  |
| <p><b>Phonics</b></p>  | <p>Phonics<br/>                 Reading Longer Words with Long Vowels o and e, T412-414</p>   | <p>Phonics<br/>                 Reading Longer Words with Long Vowels o and e, T436-437</p>                             | <p>Phonics<br/>                 Final Stable Syllable -le, T446-447</p>   | <p>Phonics<br/>                 Phonics Review, T458-459</p>  | <p>Phonics<br/>                 Review and Assess, T474</p>   |
| <p>Fluency</p>   | <p>Rate: Adjust Rate to Purpose, T410</p>   | <p>Ac Rate: Adjust Rate to Purpose, T437</p>  | <p>Rate: Adjust Rate to Purpose, T449</p>   | <p>Rate: Adjust Rate to Purpose, T459</p>   | <p>A Rate: Adjust Rate to Purpose, T475<br/>                 Review and Assess</p>  |
| <p><b>Word and Sentence Composition</b></p>  | <p>Spelling<br/>                 Grammar: Adjectives and</p>  | <p>Spelling<br/>                 Grammar: Adjectives and</p>  | <p>Spelling<br/>                 Grammar: Adjectives and</p>  | <p>Spelling<br/>                 Grammar: Spiral Review,</p>  | <p>Spelling<br/>                 Grammar: Adjectives and</p>  |

**2<sup>nd</sup> Grade, Semester 2**

|  |               |               |               |      |  |
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|  | Adverbs, T432 | Adverbs, T442 | Adverbs, T454 | T464 | Adverbs, T470-471<br>Review and Assess |
|--|---------------|---------------|---------------|------|--|

**Workstation/Small Group Activities to Reinforce Foundational Skills**

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- For additional ideas for workstation activities, see the *2<sup>nd</sup> 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***