

Course Description: This curriculum has been written to align with the revised MO Learning Standards for ELA (approved by the state board of education in April of 2016).

Fundations is a multisensory and systematic phonics, spelling, and handwriting program that is the primary word study resource for Kindergarten through Third Grade Macon Elementary classrooms. Students learn to read step-by-step, starting with the basic structure and rules of our language, then building to more advanced lessons over time. ***Fundations*** supports the Missouri Learning Standards across all elementary grades.

Second Grade Phonics Scope and Sequence

	Unit	Timeframe
1	Unit 1	1 week
2	Unit 2	2 weeks
3	Unit 3	1 week
4	Unit 4	2 weeks
5	Unit 5	2 week
6	Unit 6	2 weeks
7	Unit 7	3 weeks
8	Unit 8	1 week
9	Unit 9	2 weeks
10	Unit 10	2 weeks
11	Unit 11	2 weeks
12	Unit 12	1 week
13	Unit 13	2 weeks
14	Unit 14	2 weeks
15	Unit 15	2 weeks
16	Unit 16	1 week
17	Unit 17	2 weeks

Unit 1

Standards addressed:

2.RF.1.A.a understanding that sentences are organized into paragraphs to convey meaning
 2.RF.3.A.a decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
 2.RF.3.A.b distinguishing long and short vowels when reading regularly spelled one-syllable words
 2.RF.3.A.c decoding regularly spelled two-syllable words with long vowels
 2.RF.3.A.d decoding words with vowel diphthongs
 2.RF.3.A.e decoding words with vowel digraphs
 2.RF.3.A.f reading words with common prefixes and suffixes
 2.RF.3.A.g Develop phonics in the reading process by: using contractions
 2.RF.3.A.h Develop phonics in the reading process by: using common syllable patterns to decode words including r-controlled vowels
 2.RF.3.A.i Develop phonics in the reading process by: reading irregularly spelled high-frequency words
 2.RF.3.A.j Develop phonics in the reading process by: demonstrating decoding skills when reading new words in a text

Standard(s)	Topic	Number of Days
	Letter-Keyword-Sound for Consonants and vowels	Ongoing
	Concept of consonant digraphs	Ongoing
	Letter-keyword-sound for digraphs	Ongoing
	Concept of consonant blends	
	Concept of digraph blends	Ongoing
	Spelling of /k/ sound	
	Closed-syllable type	

Unit 2**Standards addressed:**

2.RF.1.A.a understanding that sentences are organized into paragraphs to convey meaning
 2.RF.3.A.a decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
 2.RF.3.A.b distinguishing long and short vowels when reading regularly spelled one-syllable words
 2.RF.3.A.c decoding regularly spelled two-syllable words with long vowels
 2.RF.3.A.d decoding words with vowel diphthongs

2.RF.3.A.e decoding words with vowel digraphs
 2.RF.3.A.f reading words with common prefixes and suffixes
 2.RF.3.A.g Develop phonics in the reading process by: using contractions
 2.RF.3.A.h Develop phonics in the reading process by: using common syllable patterns to decode words including r-controlled vowels
 2.RF.3.A.i Develop phonics in the reading process by: reading irregularly spelled high-frequency words
 2.RF.3.A.j Develop phonics in the reading process by: demonstrating decoding skills when reading new words in a text

Standard(s)	Topic	Number of Days
	Bonus letter spelling rule, ff, ll, ss and sometimes zz	Ongoing
	Glued sounds: all, am, an, ang, ing, ong, ung, ank, ink, onk, unk	Ongoing
	Blending and reading words with glued sounds	Ongoing
	Segmenting and spelling words with bonus letters and glued sounds	Ongoing
	Prosody	Ongoing
	Fluent passage reading	Ongoing
	Story retelling	
	Ar, er, ir, or, ur	
	Trick Words	

Unit 3

Standards addressed:

2.RF.1.A.a understanding that sentences are organized into paragraphs to convey meaning
 2.RF.3.A.a decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
 2.RF.3.A.b distinguishing long and short vowels when reading regularly spelled one-syllable words
 2.RF.3.A.c decoding regularly spelled two-syllable words with long vowels
 2.RF.3.A.d decoding words with vowel diphthongs
 2.RF.3.A.e decoding words with vowel digraphs
 2.RF.3.A.f reading words with common prefixes and suffixes
 2.RF.3.A.g Develop phonics in the reading process by: using contractions
 2.RF.3.A.h Develop phonics in the reading process by: using common syllable patterns to decode words including r-controlled vowels
 2.RF.3.A.i Develop phonics in the reading process by: reading irregularly spelled high-frequency words

2.RF.3.A.j Develop phonics in the reading process by:demonstrating decoding skills when reading new words in a text		
Standard(s)	Topic	Number of Days
	Concept of closed-syllable exceptions	Ongoing
	Glued sounds: ild, ind, old, olt, ost	Ongoing
	Story retelling	Ongoing
	Fluent passage reading	Ongoing
	Ai, ay, ea, ee, ey, oi, oy	Ongoing
	Trick words	Ongoing

Unit 4		
Standards addressed:		
2.RF.1.A.a understanding that sentences are organized into paragraphs to convey meaning		
2.RF.3.A.a decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs		
2.RF.3.A.b distinguishing long and short vowels when reading regularly spelled one-syllable words		
2.RF.3.A.c decoding regularly spelled two-syllable words with long vowels		
2.RF.3.A.d decoding words with vowel diphthongs		
2.RF.3.A.e decoding words with vowel digraphs		
2.RF.3.A.f reading words with common prefixes and suffixes		
2.RF.3.A.g Develop phonics in the reading process by: using contractions		
2.RF.3.A.h Develop phonics in the reading process by: using common syllable patterns to decode words including r-controlled vowels		
2.RF.3.A.i Develop phonics in the reading process by: reading irregularly spelled high-frequency words		
2.RF.3.A.j Develop phonics in the reading process by:demonstrating decoding skills when reading new words in a text		
Standard(s)	Topic	Number of Days
	Review suffixes: s, es, ed, ing	Ongoing
	Additional sounds of ed suffix /d/, /t/	Ongoing
	Comparison suffixes: er, est	Ongoing
	Spelling procedure for words with suffixes	
	Forming plurals	

	Forming present and past tense	
	Categorizing vowel and consonant suffixes	
	Fluent passage reading	Ongoing
	oa, oe, ow, ou, oo, ue, ew	Ongoing
	Trick words	Ongoing

Unit 5

Standards addressed:

- 2.RF.1.A.a understanding that sentences are organized into paragraphs to convey meaning
- 2.RF.3.A.a decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
- 2.RF.3.A.b distinguishing long and short vowels when reading regularly spelled one-syllable words
- 2.RF.3.A.c decoding regularly spelled two-syllable words with long vowels
- 2.RF.3.A.d decoding words with vowel diphthongs
- 2.RF.3.A.e decoding words with vowel digraphs
- 2.RF.3.A.f reading words with common prefixes and suffixes
- 2.RF.3.A.g Develop phonics in the reading process by: using contractions
- 2.RF.3.A.h Develop phonics in the reading process by: using common syllable patterns to decode words including r-controlled vowels
- 2.RF.3.A.i Develop phonics in the reading process by: reading irregularly spelled high-frequency words
- 2.RF.3.A.j Develop phonics in the reading process by: demonstrating decoding skills when reading new words in a text

Standard(s)	Topic	Number of Days
	Reading and spelling two syllable words	Ongoing
	Review syllable concept in multisyllabic words	Ongoing
	Compound words	Ongoing
	Syllable division rules for dividing between closed syllables	
	Procedure for spelling words with more than one syllable	Ongoing
	Spelling of ic at the end of multisyllabic words	
	New suffixes: ful, ment, ness, less, able, en, ish	
	Prefixes: mis, un, non, dis, and trans	
	Au and aw	

	Trick words	
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Unit 6

Standards addressed:

- 2.RF.1.A.a understanding that sentences are organized into paragraphs to convey meaning
- 2.RF.3.A.a decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
- 2.RF.3.A.b distinguishing long and short vowels when reading regularly spelled one-syllable words
- 2.RF.3.A.c decoding regularly spelled two-syllable words with long vowels
- 2.RF.3.A.d decoding words with vowel diphthongs
- 2.RF.3.A.e decoding words with vowel digraphs
- 2.RF.3.A.f reading words with common prefixes and suffixes
- 2.RF.3.A.g Develop phonics in the reading process by: using contractions
- 2.RF.3.A.h Develop phonics in the reading process by: using common syllable patterns to decode words including r-controlled vowels
- 2.RF.3.A.i Develop phonics in the reading process by: reading irregularly spelled high-frequency words
- 2.RF.3.A.j Develop phonics in the reading process by: demonstrating decoding skills when reading new words in a text

Standard(s)	Topic	Number of Days
	Review vowel-consonant-e syllables	Ongoing
	S - /s/ and /z/	
	Spelling option procedure	
	Two-syllable words with closed and vowel-consonant-e syllables	
	Compound words	Ongoing
	Vowel-consonant-e exception	Ongoing
	Suffix ive	
	Trick words	Ongoing

Unit 7

Standards addressed:

2.RF.1.A.a understanding that sentences are organized into paragraphs to convey meaning
 2.RF.3.A.a decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
 2.RF.3.A.b distinguishing long and short vowels when reading regularly spelled one-syllable words
 2.RF.3.A.c decoding regularly spelled two-syllable words with long vowels
 2.RF.3.A.d decoding words with vowel diphthongs
 2.RF.3.A.e decoding words with vowel digraphs
 2.RF.3.A.f reading words with common prefixes and suffixes
 2.RF.3.A.g Develop phonics in the reading process by: using contractions
 2.RF.3.A.h Develop phonics in the reading process by: using common syllable patterns to decode words including r-controlled vowels
 2.RF.3.A.i Develop phonics in the reading process by: reading irregularly spelled high-frequency words
 2.RF.3.A.j Develop phonics in the reading process by: demonstrating decoding skills when reading new words in a text

Standard(s)	Topic	Number of Days
	Open syllable types	Ongoing
	Y as a vowel	
	Combining open syllables with closed and vowel-consonant-e syllables	
	Additional syllable division rules	
	Y, ly, ty suffixes	Ongoing
	Trick words	

Unit 8

Standards addressed:

2.RF.1.A.a understanding that sentences are organized into paragraphs to convey meaning
 2.RF.3.A.a decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
 2.RF.3.A.b distinguishing long and short vowels when reading regularly spelled one-syllable words
 2.RF.3.A.c decoding regularly spelled two-syllable words with long vowels
 2.RF.3.A.d decoding words with vowel diphthongs
 2.RF.3.A.e decoding words with vowel digraphs
 2.RF.3.A.f reading words with common prefixes and suffixes
 2.RF.3.A.g Develop phonics in the reading process by: using contractions
 2.RF.3.A.h Develop phonics in the reading process by: using common syllable patterns to decode words including r-controlled vowels
 2.RF.3.A.i Develop phonics in the reading process by: reading irregularly spelled high-frequency words
 2.RF.3.A.j Develop phonics in the reading process by: demonstrating decoding skills when reading new words in a text

Standard(s)	Topic	Number of Days
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	R-controlled syllable type	Ongoing
	Sounds of ar and or	
	Combining r-controlled syllables with other syllable types	
	Trick words	

Unit 9

Standards addressed:

- 2.RF.1.A.a understanding that sentences are organized into paragraphs to convey meaning
- 2.RF.3.A.a decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
- 2.RF.3.A.b distinguishing long and short vowels when reading regularly spelled one-syllable words
- 2.RF.3.A.c decoding regularly spelled two-syllable words with long vowels
- 2.RF.3.A.d decoding words with vowel diphthongs
- 2.RF.3.A.e decoding words with vowel digraphs
- 2.RF.3.A.f reading words with common prefixes and suffixes
- 2.RF.3.A.g Develop phonics in the reading process by: using contractions
- 2.RF.3.A.h Develop phonics in the reading process by: using common syllable patterns to decode words including r-controlled vowels
- 2.RF.3.A.i Develop phonics in the reading process by: reading irregularly spelled high-frequency words
- 2.RF.3.A.j Develop phonics in the reading process by: demonstrating decoding skills when reading new words in a text

Standard(s)	Topic	Number of Days
	Sounds of er, ir, and ur	Ongoing
	Spelling option procedure for /er/ sound	
	Combining r-controlled syllables with er, ir, and ur with other syllable types	
	Dictionary skills	Ongoing
	Trick words	Ongoing

Unit 10

Standards addressed:

- 2.RF.1.A.a understanding that sentences are organized into paragraphs to convey meaning
- 2.RF.3.A.a decoding multisyllabic words in context by applying common letter-sound correspondences

including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
 2.RF.3.A.b distinguishing long and short vowels when reading regularly spelled one-syllable words
 2.RF.3.A.c decoding regularly spelled two-syllable words with long vowels
 2.RF.3.A.d decoding words with vowel diphthongs
 2.RF.3.A.e decoding words with vowel digraphs
 2.RF.3.A.f reading words with common prefixes and suffixes
 2.RF.3.A.g Develop phonics in the reading process by: using contractions
 2.RF.3.A.h Develop phonics in the reading process by: using common syllable patterns to decode words including r-controlled vowels
 2.RF.3.A.i Develop phonics in the reading process by: reading irregularly spelled high-frequency words
 2.RF.3.A.j Develop phonics in the reading process by: demonstrating decoding skills when reading new words in a text

Standard(s)	Topic	Number of Days
	Double vowel syllable type	Ongoing
	Sounds of ai and ay	
	Use of spelling option procedure	
	Combining all types of syllables	
	Homophones	Ongoing
	Trick words	Ongoing

Unit 11

Standards addressed:

2.RF.1.A.a understanding that sentences are organized into paragraphs to convey meaning
 2.RF.3.A.a decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
 2.RF.3.A.b distinguishing long and short vowels when reading regularly spelled one-syllable words
 2.RF.3.A.c decoding regularly spelled two-syllable words with long vowels
 2.RF.3.A.d decoding words with vowel diphthongs
 2.RF.3.A.e decoding words with vowel digraphs
 2.RF.3.A.f reading words with common prefixes and suffixes
 2.RF.3.A.g Develop phonics in the reading process by: using contractions
 2.RF.3.A.h Develop phonics in the reading process by: using common syllable patterns to decode words including r-controlled vowels
 2.RF.3.A.i Develop phonics in the reading process by: reading irregularly spelled high-frequency words
 2.RF.3.A.j Develop phonics in the reading process by: demonstrating decoding skills when reading new words in a text

Standard(s)	Topic	Number of Days
	Sounds of ee, ea, and ey	Ongoing

	Use of spelling option procedure	
	Trick words	Ongoing

Unit 12

Standards addressed:

2.RF.1.A.a understanding that sentences are organized into paragraphs to convey meaning
 2.RF.3.A.a decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
 2.RF.3.A.b distinguishing long and short vowels when reading regularly spelled one-syllable words
 2.RF.3.A.c decoding regularly spelled two-syllable words with long vowels
 2.RF.3.A.d decoding words with vowel diphthongs
 2.RF.3.A.e decoding words with vowel digraphs
 2.RF.3.A.f reading words with common prefixes and suffixes
 2.RF.3.A.g Develop phonics in the reading process by: using contractions
 2.RF.3.A.h Develop phonics in the reading process by: using common syllable patterns to decode words including r-controlled vowels
 2.RF.3.A.i Develop phonics in the reading process by: reading irregularly spelled high-frequency words
 2.RF.3.A.j Develop phonics in the reading process by: demonstrating decoding skills when reading new words in a text

Standard(s)	Topic	Number of Days
	Sounds of oi and oy	Ongoing
	Spelling generalizations of /oi/ sound	
	Trick words	

Unit 13

Standards addressed:

2.RF.1.A.a understanding that sentences are organized into paragraphs to convey meaning
 2.RF.3.A.a decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
 2.RF.3.A.b distinguishing long and short vowels when reading regularly spelled one-syllable words
 2.RF.3.A.c decoding regularly spelled two-syllable words with long vowels
 2.RF.3.A.d decoding words with vowel diphthongs
 2.RF.3.A.e decoding words with vowel digraphs
 2.RF.3.A.f reading words with common prefixes and suffixes
 2.RF.3.A.g Develop phonics in the reading process by: using contractions
 2.RF.3.A.h Develop phonics in the reading process by: using common syllable patterns to decode words including r-controlled vowels
 2.RF.3.A.i Develop phonics in the reading process by: reading irregularly spelled high-frequency words
 2.RF.3.A.j Develop phonics in the reading process by: demonstrating decoding skills when reading new

words in a text		
Standard(s)	Topic	Number of Days
	The long o sound of oa, oe and ow	Ongoing
	Use of spelling option procedure	
	Review of suffix ending	Ongoing
	Trick words	Ongoing

Unit 14

Standards addressed:

- 2.RF.1.A.a understanding that sentences are organized into paragraphs to convey meaning
- 2.RF.3.A.a decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
- 2.RF.3.A.b distinguishing long and short vowels when reading regularly spelled one-syllable words
- 2.RF.3.A.c decoding regularly spelled two-syllable words with long vowels
- 2.RF.3.A.d decoding words with vowel diphthongs
- 2.RF.3.A.e decoding words with vowel digraphs
- 2.RF.3.A.f reading words with common prefixes and suffixes
- 2.RF.3.A.g Develop phonics in the reading process by: using contractions
- 2.RF.3.A.h Develop phonics in the reading process by: using common syllable patterns to decode words including r-controlled vowels
- 2.RF.3.A.i Develop phonics in the reading process by: reading irregularly spelled high-frequency words
- 2.RF.3.A.j Develop phonics in the reading process by: demonstrating decoding skills when reading new words in a text

Standard(s)	Topic	Number of Days
	The /ou/sound of ou and ow	Ongoing
	Flexibility in sound choices for reading	Ongoing
	Spelling generalizations of /ou/ sound	Ongoing
	Trick words	Ongoing

Unit 15

Standards addressed:

- 2.RF.1.A.a understanding that sentences are organized into paragraphs to convey meaning
- 2.RF.3.A.a decoding multisyllabic words in context by applying common letter-sound correspondences

including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
 2.RF.3.A.b distinguishing long and short vowels when reading regularly spelled one-syllable words
 2.RF.3.A.c decoding regularly spelled two-syllable words with long vowels
 2.RF.3.A.d decoding words with vowel diphthongs
 2.RF.3.A.e decoding words with vowel digraphs
 2.RF.3.A.f reading words with common prefixes and suffixes
 2.RF.3.A.g Develop phonics in the reading process by: using contractions
 2.RF.3.A.h Develop phonics in the reading process by: using common syllable patterns to decode words including r-controlled vowels
 2.RF.3.A.i Develop phonics in the reading process by: reading irregularly spelled high-frequency words
 2.RF.3.A.j Develop phonics in the reading process by: demonstrating decoding skills when reading new words in a text

Standard(s)	Topic	Number of Days
	The sound of oo, ou, ue, and ew	Ongoing
	The sound of ue	Ongoing
	The sound of oo	Ongoing
	Use of spelling option procedure for u sounds	Ongoing
	Trick words	

Unit 16

Standards addressed:

2.RF.1.A.a understanding that sentences are organized into paragraphs to convey meaning
 2.RF.3.A.a decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
 2.RF.3.A.b distinguishing long and short vowels when reading regularly spelled one-syllable words
 2.RF.3.A.c decoding regularly spelled two-syllable words with long vowels
 2.RF.3.A.d decoding words with vowel diphthongs
 2.RF.3.A.e decoding words with vowel digraphs
 2.RF.3.A.f reading words with common prefixes and suffixes
 2.RF.3.A.g Develop phonics in the reading process by: using contractions
 2.RF.3.A.h Develop phonics in the reading process by: using common syllable patterns to decode words including r-controlled vowels
 2.RF.3.A.i Develop phonics in the reading process by: reading irregularly spelled high-frequency words
 2.RF.3.A.j Develop phonics in the reading process by: demonstrating decoding skills when reading new words in a text

Standard(s)	Topic	Number of Days
	Sounds of au and aw	Ongoing
	Spelling generalizations for the o sound	Ongoing
	Trick words	Ongoing

Unit 17

Standards addressed:

2.RF.1.A.a understanding that sentences are organized into paragraphs to convey meaning
 2.RF.3.A.a decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs
 2.RF.3.A.b distinguishing long and short vowels when reading regularly spelled one-syllable words
 2.RF.3.A.c decoding regularly spelled two-syllable words with long vowels
 2.RF.3.A.d decoding words with vowel diphthongs
 2.RF.3.A.e decoding words with vowel digraphs
 2.RF.3.A.f reading words with common prefixes and suffixes
 2.RF.3.A.g Develop phonics in the reading process by: using contractions
 2.RF.3.A.h Develop phonics in the reading process by: using common syllable patterns to decode words including r-controlled vowels
 2.RF.3.A.i Develop phonics in the reading process by: reading irregularly spelled high-frequency words
 2.RF.3.A.j Develop phonics in the reading process by: demonstrating decoding skills when reading new words in a text

Standard(s)	Topic	Number of Days
	Consonant-le syllable type	Ongoing
	Spelling consonant-le words	Ongoing
	Review of all 6 syllable types	Ongoing
	Trick words	Ongoing