Grade Level: 2 **Course Title: Reading** **Topic/Concept: Characters, Main Idea & Details**

Time Allotment: 6 Weeks **Theme: "You Are Here"** **Unit Sequence: 1**

Major Concepts to be learned:

- Comprehension Strategies
- High Frequency Words
- Phonological Awareness/Phonics
- Fluency
- Genres (Realistic Fiction, Informational Text, Poetry)

Unit Goals:

- Talk with others about how difference places affect us.
- Read realistic fiction and understand its elements.
- Use language to make connections between reading and writing.

Expected Skills to be demonstrated:

- Describe setting using text evidence from literary text.
- Ask and answer questions about characters in literary text.
- Identify main ideas using text evidence from informational text.
- Monitor comprehension about patterns and structures in poetry.
- Make and confirm predictions about plot in realistic fiction.
- Review previously taught Unit skills, conduct fluency readings, and assess high-frequency words.
- Write and understand simple sentences, compound sentences, sentences and ending punctuation, and use resources to spell words.

PA Standards/Anchors:	Eligible Content:
Standard - CC.1.1.2.D	Know and apply grade-level phonics and word analysis skills in decoding words.
Standard - CC.1.1.2.E	Distinguish long and short vowels when reading regularly spelled one-syllable words.
Standard - CC.1.2.2.A	Decode two-syllable words with long vowels and words with common prefixes and suffixes.
Standard - CC.1.2.2.B	Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.
Standard - CC.1.2.2.C	Read grade-appropriate irregularly spelled words.
Standard - CC.1.3.2.C	Read with accuracy and fluency to support comprehension: Read on-level text with purpose and understanding.
Standard - CC.1.3.2.E	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
Standard - CC.1.3.2.F	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Standard - CC.1.3.2.G	Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
Standard - CC.1.3.2.K	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Standard - CC.1.5.2.B	Describe the connection between a series of events, concepts, or steps in a procedure within a text.
Standard - CC.1.5.2.A	Describe how characters in a story respond to major events and challenges.
Standard - CC.1.5.2.C	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
Standard - CC.1.4.2.F	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
	Read and comprehend literature on grade-level, reading independently and proficiently.
	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
	Participate in collaborative conversations with peers and adults in small and larger groups.
	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of topic or issue.
	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize proper nouns.
	Use commas and apostrophes appropriately.
	Spell words drawing on common spelling patterns.
	Consult reference material as needed.

Continued:

Grade Level: 2 **Course Title: Reading** **Topic/Concept: Characters, Main Idea & Details**

Time Allotment: 6 Weeks **Theme: "You Are Here"** **Unit Sequence: 1**

Instructional Strategies:

Classroom Discussions	Enrichment: Robust Vocabulary
Title Instruction	Mini-lessons
Visuals	Classroom Library
Charts/Graphic Organizers	Small Group and Whole Group Instruction
Quality Children's Literature	Guided Groups
Decodable Readers	Peer Tutors

Assessments:

- Weekly Reading Comprehension Test
- Weekly Reading Phonics Test
- Weekly Reading Vocabulary Assessment
- Semimonthly Focus Skill/Comprehension Strategy Test
- Teacher Observation
- Conferencing
- Monthly Fluency and High-frequency words Assessment

Grade Level: 2 **Course Title: Reading** **Topic/Concept: Text Structure, Plot, Text Features**

Time Allotment: 6 Weeks **Theme: "Nature's Wonders"** **Unit Sequence: 2**

Major Concepts to be learned:

- Comprehension Strategies
- High Frequency Words
- Phonological Awareness/Phonics
- Fluency
- Genres (Realistic Fiction, Informational Text, Fiction)

Unit Goals:

- Talk with others about patterns seen in nature.
- Know about different types of informational text and understand their features and structures.
- Use language to make connections between reading and writing informational text.

Expected Skills to be demonstrated:

- Identify text structures to facilitate reading informational texts.
- Use text features to locate details in an informational text.
- Describe and understand setting and plot in realistic fiction.
- Describe and understand characters in a fictional text.
- Explain and use text features to locate details in a text.
- Review previously taught Unit skills, conduct fluency readings, and assess high-frequency words.
- Write and understand singular and plural nouns, irregular plural nouns, common and proper nouns, possessive nouns, and collective nouns.

PA Standards/Anchors:	Eligible Content:
Standard - CC.1.1.2.D	Know and apply grade-level phonics and word analysis skills in decoding words.
Standard - CC.1.1.2.E	Distinguish long and short vowels when reading regularly spelled one-syllable words.
Standard - CC.1.2.2.B	Decode two-syllable words with long vowels and words with common prefixes and suffixes.
Standard - CC.1.2.2.C	Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.
Standard - CC.1.3.2.C	Read grade-appropriate irregularly spelled words
Standard - CC.1.3.2.E	Read with accuracy and fluency to support comprehension: Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
Standard - CC.1.3.2.G	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Standard - CC.1.3.2.K	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Standard - CC.1.5.2.B	Describe the connection between a series of events, concepts, or steps in a procedure within a text. Describe how characters in a story respond to major events and challenges.
Standard - CC.1.5.2.A	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
Standard - CC.1.5.2.C	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
Standard - CC.1.2.2.E	Read and comprehend literature on grade-level, reading independently and proficiently.
Standard - CC.1.2.2.G	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Participate in collaborative conversations with peers and adults in small and larger groups. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
Standard - CC.1.4.2.F	Use various text features and search tools to locate key facts or information in a text efficiently. Explain how graphic representations contribute to and clarify a text.
	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize proper nouns. Use commas and apostrophes appropriately. Spell words drawing on common spelling patterns. Consult reference material as needed.

Continued:

Grade Level: 2nd **Course Title: Reading** **Topic/Concept: Text Structure, Plot, Text Features**

Time Allotment: 6 Weeks **Theme: "Nature's Wonders"** **Unit Sequence: 2**

Instructional Strategies:

Classroom Discussions	Enrichment: Robust Vocabulary
Title Instruction	Mini-lessons
Visuals	Classroom Library
Charts/Graphic Organizers	Small Group and Whole Group Instruction
Quality Children's Literature	Guided Groups
Decodable Readers	Peer Tutors
Magazines	Decodable Readers

Assessments:

- Weekly Reading Comprehension Test
- Weekly Reading Phonics Test
- Weekly Reading Vocabulary Assessment
- Semimonthly Focus Skill/Comprehension Strategy Test
- Teacher Observation
- Conferencing
- Monthly Fluency and High-frequency words Assessment

Grade Level: 2 **Course Title: Reading** **Topic/Concept: Compare/Contrast, Visualize, Inferencing**

Time Allotment: 6 Weeks **Theme: "Our Traditions"** **Unit Sequence: 3**

Major Concepts to be learned:

- Comprehension Strategies
- High Frequency Words
- Phonological Awareness/Phonics
- Fluency
- Genres (Realistic Fiction/Procedural Text, Fables, Legends, Folktales, Informational Text)

Unit Goals:

- Talk with others to learn about traditions.
- Read different types of traditional tales and understand their elements.
- Use language to make connections between reading and writing.

Expected Skills to be demonstrated:

- Use theme to determine key ideas in fables.
- Make personal, textual, and societal connections to author's purpose.
- Visualize details to compare and contrast stories.
- Make connections between author's purpose and ideas in other texts.
- Use text features to make inferences about literary text.
- Review previously taught Unit skills, conduct fluency readings, and assess high-frequency words.
- Write and understand present-tense verbs, past and future-tense verbs, irregular verbs, subject-verb agreement, and adverbs.

PA Standards/Anchors:

Standard - CC.1.1.2.D
Standard - CC.1.1.2.E
Standard - CC.1.2.2.B
Standard - CC.1.2.2.C
Standard - CC.1.3.2.E
Standard - CC.1.3.2.G
Standard - CC.1.3.2.K
Standard - CC.1.5.2.B
Standard - CC.1.5.2.A
Standard - CC.1.5.2.C
Standard - CC.1.2.2.E
Standard - CC.1.2.2.G

Eligible Content:

Know and apply grade-level phonics and word analysis skills in decoding words.
Distinguish long and short vowels when reading regularly spelled one-syllable words.
Decode two-syllable words with long vowels and words with common prefixes and suffixes.
Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.
Read grade-appropriate irregularly spelled words.
Read with accuracy and fluency to support comprehension:
Read on-level text with purpose and understanding.
Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Describe the connection between a series of events, concepts, or steps in a procedure within a text.
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
Read and comprehend literature on grade-level, reading independently and proficiently.
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
Participate in collaborative conversations with peers and adults in small and larger groups.
Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of topic or issue.
Use various text features and search tools to locate key facts or information in a text efficiently.
Explain how graphic representations contribute to and clarify a text.

Continued:

Grade Level: 2nd **Course Title:** Reading **Topic/Concept:** Compare/Contrast, Visualize, Inferencing

Time Allotment: 6 Weeks **Theme:** "Nature's Wonders" **Unit Sequence:** 3

PA Standards/Anchors:	Eligible Content:
Standard - CC.1.2.2.I Standard - CC.1.3.2.A Standard - CC.1.3.2.H Standard - CC.1.4.2.F Standard - CC.1.2.2.H	Compare and contrast the most important points presented by two texts on the same topic. Recount stories and determine their central message, lesson, or moral. Compare and contrast two or more versions of the same story by different authors or from different culture. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Capitalize proper nouns. Use commas and apostrophes appropriately. Spell words drawing on common spelling patterns. Consult reference material as needed. Describe how reasons support specific points the author makes in a text.

Instructional Strategies:		Assessments:
Classroom Discussions	Enrichment: Robust Vocabulary	• Weekly Reading Comprehension Test
Title Instruction	Mini-lessons	• Weekly Reading Phonics Test
Visuals	Classroom Library	• Weekly Reading Vocabulary Assessment
Charts/Graphic Organizers	Small Group and Whole Group Instruction	• Semimonthly Focus Skill/Comprehension Strategy Test
Quality Children's Literature	Guided Groups	• Teacher Observation
Decodable Readers	Peer Tutors	• Conferencing • Monthly Fluency and High-frequency words Assessment

Grade Level: 2 **Course Title: Reading** **Topic/Concept: Theme, Text Structure, Predictions**
Time Allotment: 6 Weeks **Theme: “Making a Difference" Unit Sequence: 4**

Major Concepts to be learned:

- Comprehension StrategiesHigh Frequency Words
- Phonological Awareness/Phonics
- Fluency
- Genres (Biography, Realistic Fiction, Persuasive Text)

Unit Goals:

- Talk with others about why it’s important to connect with other people.
- Use language to make connections between reading and writing narrative nonfiction.
- Read narrative nonfiction and understand its elements.

Expected Skills to be demonstrated:

- Recognize chronological order and other text structures in a biography.
- Use text features to better understand a biography and connect it to society.
- Identify and discuss the theme or lesson of a realistic fiction story.
- Use the text structure in a biography to confirm or adjust predictions while reading.
- Understand the characteristics of a persuasive text and monitor comprehension.
- Review previously taught Unit skills, conduct fluency readings, and assess high-frequency words.
- Write and understand adjectives and adverbs, comparative and superlative adjectives, commas in dates and letters, pronouns, and reflexive pronouns.

PA Standards/Anchors:	Eligible Content:
Standard - CC.1.1.2.D	Know and apply grade-level phonics and word analysis skills in decoding words.
Standard - CC.1.1.2.E	Distinguish long and short vowels when reading regularly spelled one-syllable words.
Standard - CC.1.2.2.B	Decode two-syllable words with long vowels and words with common prefixes and suffixes.
Standard - CC.1.2.2.C	Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.
Standard - CC.1.3.2.E	Read grade-appropriate irregularly spelled words.
Standard - CC.1.3.2.G	Read with accuracy and fluency to support comprehension:
Standard - CC.1.3.2.K	Read on-level text with purpose and understanding.
Standard - CC.1.5.2.B	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
Standard - CC.1.5.2.A	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Standard - CC.1.5.2.C	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Standard - CC.1.2.2.E	Describe the connection between a series of events, concepts, or steps in a procedure within a text.
	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
	Read and comprehend literature on grade-level, reading independently and proficiently.
	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
	Participate in collaborative conversations with peers and adults in small and larger groups.
	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.
	Use various text features and search tools to locate key facts or information in a text efficiently.

Continued:

Grade Level: 2nd **Course Title:** Reading **Topic/Concept:** Theme, Text Structure, Predictions

Time Allotment: 6 Weeks **Theme:** "Making a Difference" **Unit Sequence:** 4

PA Standards/Anchors:	Eligible Content:
Standard - CC.1.3.2.A Standard - CC.1.4.2.F Standard - CC.1.2.2.H Standard - CC.1.3.2.I Standard - CC.1.2.2.F	Recount stories and determine their central message, lesson, or moral. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. Use commas and apostrophes appropriately. Spell words drawing on common spelling patterns. Consult reference material as needed. Describe how reasons support specific points the author makes in a text. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing from a range of strategies and tools. Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.

Instructional Strategies:		Assessments:
Classroom Discussions Title Instruction Visuals Charts/Graphic Organizers Quality Children's Literature Decodable Readers	Enrichment: Robust Vocabulary Mini-lessons Classroom Library Small Group and Whole Group Instruction Guided Groups Peer Tutors	Weekly Reading Comprehension Test Weekly Reading Phonics Test Weekly Reading Vocabulary Assessment Semimonthly Focus Skill/Comprehension Strategy Test Teacher Observation Conferencing Monthly Fluency and High-frequency words Assessment

Grade Level: 2 **Course Title: Reading** **Topic/Concept: Compare & Contrast, Comprehension, Structure of Poetry/Plays**

Time Allotment: 6 Weeks **Theme: "Our Incredible Earth"** **Unit Sequence: 5**

Major Concepts to be learned:

- Comprehension Strategies
- High Frequency Words
- Phonological Awareness/Phonics
- Fluency
- Genres (Informational Text, Drama, Poetry)

Unit Goals:

- Talk with others about how Earth changes.
- Use language to make connections between reading and writing informational text.
- Read different types of informational text and understand their features and structures.

Expected Skills to be demonstrated:

- Make connections and monitor comprehension of an informational text.
- Compare and contrast important points from two texts and develop new understandings.
- Identify the elements of a play and confirm or adjust predictions.
- Explain the patterns and structures found in a poem and make connections.
- Identify the main idea of informational text and make inferences.
- Review previously taught Unit skills, conduct fluency readings, and assess high-frequency words.
- Write and understand prepositions and prepositional phrases, contractions, commas in sentences, compound subjects and predicates, and spell words correctly.

PA Standards/Anchors:	Eligible Content:
Standard - CC.1.1.2.D	Know and apply grade-level phonics and word analysis skills in decoding words.
Standard - CC.1.1.2.E	Distinguish long and short vowels when reading regularly spelled one-syllable words.
Standard - CC.1.2.2.B	Decode two-syllable words with long vowels and words with common prefixes and suffixes.
Standard - CC.1.2.2.C	Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.
Standard - CC.1.3.2.E	Read grade-appropriate irregularly spelled words .Read with accuracy and fluency to support comprehension:
Standard - CC.1.3.2.G	Read on-level text with purpose and understanding.
Standard - CC.1.3.2.K	Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Standard - CC.1.5.2.B	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Standard - CC.1.5.2.A	Describe the connection between a series of events, concepts, or steps in a procedure within a text.
Standard - CC.1.5.2.C	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
Standard - CC.1.2.2.E	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. Read and comprehend literature on grade-level, reading independently and proficiently. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Participate in collaborative conversations with peers and adults in small and larger groups. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Use various text features and search tools to locate key facts or information in a text efficiently.

Continued:

Grade Level: 2 **Course Title: Reading** **Topic/Concept: Compare & Contrast, Comprehension, Structure of Poetry/Plays**

Time Allotment: 6 Weeks **Theme: "Our Incredible Earth"** **Unit Sequence: 5**

PA Standards/Anchors:	Eligible Content:
Standard - CC.1.3.2.A Standard - CC.1.4.2.F Standard - CC.1.2.2.H Standard - CC.1.3.2.I Standard - CC.1.2.2.F Standard - CC.1.2.2.A Standard - CC.1.2.2.I Standard - CC.1.2.2.L	Recount stories and determine their central message, lesson, or moral. Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. • Capitalize proper nouns. Use commas and apostrophes appropriately. Spell words drawing on common spelling patterns. Consult reference material as needed. Describe how reasons support specific points the author makes in a text. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade-level reading and content, choosing from a range of strategies and tools. Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words. Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. Compare and contrast the most important points presented by two texts on the same topic.

Instructional Strategies:		Assessments:
Classroom Discussions Title Instruction Visuals Charts/Graphic Organizers Quality Children's Literature Decodable Readers	Enrichment: Robust Vocabulary Mini-lessons Classroom Library Small Group and Whole Group Instruction Guided Groups Peer Tutors	• Weekly Reading Comprehension Test • Weekly Reading Phonics Test • Weekly Reading Vocabulary Assessment • Semimonthly Focus Skill/Comprehension Strategy Test • Teacher Observation • Conferencing • Monthly Fluency and High-frequency words Assessment