Board Approved: October 2026

Wilson Area School District
Planned Course Guide

Title of planned course: Reading and Language Arts Grade 2

Subject Area: Reading and Language Arts

Grade Level: 2

Course Description: This course is designed to provide students with strategies to develop skills in reading comprehension, reading fluency, phonemic awareness, phonics, writing, vocabulary use and recognition, conventions of grammar, and accurate spelling.

Time/Credit for this Course: One Academic Year

Curriculum Writing Committee: Kimberly Hannis, Ashley Dally and Renee Hampton

Curriculum Map

August: Classroom Routines/Procedures, Baseline DIBELS, Placement tests

September: Module 1, Weeks 1-3; Module 2, Week 1

October: Module 2, Weeks 2-3; Module 3, Weeks 1-2

November: Module 3, Week 3; Module 4, Weeks 1-3

December: Module 5, Weeks 1-3

January: Module 6, Weeks 1-3; Module 7, Week 1

February: Module 7, Weeks 2-3; Module 8, Weeks 1-2

March: Module 8, Week 3; Module 9, Weeks 1-3

April: Module 10, Weeks 1-3; Module 11, Week 1

May: Module 11, Weeks 2-3; Module 12, Weeks 1-2

June: Module 12, Week 3

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Wilson Area School District
Planned Course Materials

Course Title: Reading and Language Arts Grade 2

Textbook: HMH into Reading: Grade 2

Supplemental Books:
- myBook: 5 books
- Start Right Readers: 6 books
- Student Choice Library
- Rigby Leveled Library
- Know It, Show It
- Writer's Notebook

Teacher Resources:
- Teacher's Guide/Writing Workshop Guide
- Teaching Pal: 5 books
- Read Aloud Books: 30 books
- Anchor Charts/Vocabulary Cards
- Step by Step Intervention Materials

Curriculum Scope & Sequence

Planned Course: Reading and Language Arts Grade 2

Module: 1 “Be a Super Citizen”

Time frame: Three Weeks

State Standards: CC.1.1.2.D-E, CC.1.2.2.A-C, CC.1.2.2.E-L, CC.1.3.2.A-G, CC.1.3.2.I-K, CC.1.4.2.M, CC.1.4.2.R, CC.1.5.2.A-E, CC.1.5.2.G

Essential content/objectives: At the end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**
  - Blend Phonemes
  - Isolate Phonemes
- **Phonics**
  - Read and decode words with the following:
    - CVC pattern
    - Multisyllabic words with CVC pattern using short o, u, e
    - Long a, i (VCe)
    - Soft c and g
  - Spell words with short a, i, o, u, e (CVC)
  - Spell words with long a, i (VCe)
- **Fluency**
  - Read with accuracy and self-correction
  - Read with appropriate reading rate
  - Read with expression
  - Read and identify high-frequency words
- **Comprehension**
  - Identify Literary Elements- central idea, setting, characters
  - Identify Author’s Purpose
  - Ask and Answer Questions
  - Monitor and Clarify Text
  - Summarize a text
  - Create Mental Images
- **Vocabulary**
  - Use Antonyms to aid in word meaning
  - Identify Words that describe actions in sentences
  - Identify Words that describe people, places, and things
  - Describe how Inflections -ed, -ing affect meaning
- **Language Arts**
  - Use Conventions
    - Correctly Use Subjects and Predicates
    - Write Simple Sentences
    - Identify Kinds of Sentences
  - Writing
    - Write a Personal Narrative

Core Activities: Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**
  - Identify and isolate initial, medial, and final phonemes in words
  - Finger segmenting and blending phonemes in words
- **Phonics**
  - Sound boxes/Sound spelling lines
  - Tap out words
  - Word grids
  - Word sorts
  - Building words with letter tiles or whiteboards
  - Word work
  - Highlighting phonetic patterns in words
  - Identifying words with specific phonetic patterns in text and in isolation
  - Segmenting and blending words
  - Decodable Readers: Smart Right Readers
  - Independent practice pages
  - Online articulation videos
  - Visual cues using sound/spelling cards
- **Fluency**
  - Read on-level text accurately
  - Decodable readers
  - Repeated readings
  - Identify and read high frequency words
  - Fluency words lists and sentences
  - Word grids
  - Timed fluency practice
  - Phrasing/pyramid fluency practice
  - Flashcards
  - Partner Reads
- **Comprehension**
  - Graphic organizers
  - Anchor charts
  - Read alouds
  - Think alouds
  - Think, pair, share
  - Discussion/Oral questioning
  - Story retell
  - Citing evidence from text
  - Respond to reading
  - Close reading
  - Online Ed Resources
- **Vocabulary**
  - Answer questions and discuss meanings to develop vocabulary
  - Identify real-life connections between words and their use
  - Identify definitions using a glossary or online resource
  - Use words in context
  - Online Ed Resources
  - Cloze activity
  - Word cards
  - Identify and read high frequency words

    - Independent practice pages
- **Language Arts**
    - Conventions
        - Online Ed Resources
        - Fix-Its
        - Independent practice pages
    - Writing
        - Writing workshop
        - Journal writing
        - Graphic organizers

Extensions:

- Additional texts
- Additional activities will be provided at learning centers/work stations
- Opportunities to read and interact with challenging text

Remediation:

- Targeted skill intervention groups
- Differentiated instructional groups
- Small group instruction
- Tier 3 intervention support
- One-on-one teacher support
- Additional texts

Instructional Methods:

- Direct instruction
- Modeled/Scaffolded instruction
- Guided practice
- Independent practice
- Student collaboration
- Small group instruction
- Multisensory methods
- Differentiated instruction

Materials & Resources:

- HMH into Reading Teacher's Guide
- Writing Workshop Teacher's Guide
- Teaching Pal: 5 books
- Read Aloud Books: 30 books
- into Reading mybook: 5 books
- Decodable Readers/Start Right Readers: 6 books
- Rigby Leveled Library
- Vocabulary Cards
- Sound/Spelling Cards
- Letter Cards/Word Cards/Picture Cards
- Anchor Charts
- Online Resources
- Step by Step Intervention Materials

Assessments:

- **Formative Assessment:**

    - Teacher observation
    - Independent practice
    - Intervention logs
    - Center work
    - Fluency timed reads
- **Summative Assessment:**
    - Selection quizzes
    - Weekly assessments
    - Module assessments
    - Spelling tests
    - DIBELS benchmark assessments
    - DIBELS progress monitoring
    - QPS screener
    - Writing rubrics

Curriculum Scope & Sequence

Planned Course: Reading and Language Arts Grade 2

Module: 2 “Look Around and Explore!”

Time frame: Three Weeks

State Standards: CC.1.1.2.D-E, CC.1.2.2.A-C, CC.1.2.2.E-L, CC.1.3.2.A-G, CC.1.3.2.I-K, CC.1.4.2.A, CC.1.4.2.F, CC.1.5.2.A-E, CC.1.5.2.G

Essential content/objectives: At the end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**
  - Segment, Count Phonemes
  - Isolate Phonemes: Identify Vowel
  - Blend Syllables
  - Segment, Count Syllables
- **Phonics**
  - Read and decode words with
    - Long o, e, u (CV, VCe)
    - Review Long Vowels (VCe)
    - Short and Long Vowels (CVC, VCe)
    - Suffixes -er, -est
    - Initial Blends with l, r, s
    - Inflections -s, -es
  - Spell words with long o, u (VCe)
  - Spell words with short and long vowels (CVC, VCe)
  - Spell words with l, r, s blends
- **Fluency**
  - Read with phrasing
  - Read with intonation
  - Read with accuracy and self-correction
  - Read and identify high-frequency words
- **Comprehension**
  - Identify Literary Elements- central idea, setting
  - Identify Author’s Purpose
  - Identify Elements of Poetry
  - Describe Elements of Drama
  - Make Inferences
  - Make Connections
  - Create Mental Images
  - Ask and Answer Questions
- **Vocabulary**
  - Use Synonyms to aid in word meaning
  - Describe how Suffixes -er, -est affect meaning
  - Describe how Inflections -s, -es affect meaning
  - Identify Words that name places

- **Language Arts**
  - Conventions
    - Identify Types of Nouns
    - Use Singular and Plural Nouns
  - Writing
    - Write a Descriptive Essay

Core Activities: Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**
  - Identify and isolate initial, medial, and final phonemes in words
  - Finger segmenting and blending phonemes in words
- **Phonics**
  - Sound boxes/Sound spelling lines
  - Tap out words
  - Word grids
  - Word sorts
  - Building words with letter tiles or whiteboards
  - Word work
  - Highlighting phonetic patterns in words
  - Identifying words with specific phonetic patterns in text and in isolation
  - Segmenting and blending words
  - Decodable Readers: Smart Right Readers
  - Independent practice pages
  - Online articulation videos
  - Visual cues using sound/spelling cards
- **Fluency**
  - Read on-level text accurately
  - Decodable readers
  - Repeated readings
  - Identify and read high frequency words
  - Fluency words lists and sentences
  - Word grids
  - Timed fluency practice
  - Phrasing/pyramid fluency practice
  - Flashcards
  - Partner Reads
- **Comprehension**
  - Graphic organizers
  - Anchor charts
  - Read alouds
  - Think alouds
  - Think, pair, share
  - Discussion/Oral questioning
  - Story retell
  - Citing evidence from text
  - Respond to reading
  - Close reading
  - Online Ed Resources

- **Vocabulary**
  - Answer questions and discuss meanings to develop vocabulary
  - Identify real-life connections between words and their use
  - Identify definitions using a glossary or online resource
  - Use words in context
  - Online Ed Resources
  - Cloze activity
  - Word cards
  - Identify and read high frequency words
  - Independent practice pages
- **Language Arts**
  - Conventions
    - Online Ed Resources
    - Fix-Its
    - Independent practice pages
  - Writing
    - Writing workshop
    - Journal writing
    - Graphic organizers

Extensions:

- Additional texts
- Additional activities will be provided at learning centers/work stations
- Opportunities to read and interact with challenging text

Remediation:

- Targeted skill intervention groups
- Differentiated instructional groups
- Small group instruction
- Tier 3 intervention support
- One-on-one teacher support
- Additional texts

Instructional Methods:

- Direct instruction
- Modeled/Scaffolded instruction
- Guided practice
- Independent practice
- Student collaboration
- Small group instruction
- Multisensory methods
- Differentiated instruction

Materials & Resources:

- HMH into Reading Teacher's Guide
- Writing Workshop Teacher's Guide
- Teaching Pal: 5 books
- Read Aloud Books: 30 books
- into Reading mybook: 5 books
- Decodable Readers/Start Right Readers: 6 books
- Rigby Leveled Library

- Vocabulary Cards
- Sound/Spelling Cards
- Letter Cards/Word Cards/Picture Cards
- Anchor Charts
- Online Resources
- Step by Step Intervention Materials

Assessments:

- **Formative Assessment:**
  - Teacher observation
  - Independent practice
  - Intervention logs
  - Center work
  - Fluency timed reads
- **Summative Assessment:**
  - Selection quizzes
  - Weekly assessments
  - Module assessments
  - Spelling tests
  - DIBELS benchmark assessments
  - DIBELS progress monitoring
  - QPS screener
  - Writing rubrics

Curriculum Scope & Sequence

Planned Course: Reading and Language Arts Grade 2

Module: 3 “Meet in the Middle”

Time frame: Three Weeks

State Standards: CC.1.1.2.D-E, CC.1.2.2.A-C, CC.1.2.2.E-L, CC.1.3.2.A-G, CC.1.3.2.I-K, CC.1.4.2.G, CC.1.4.2.L, CC.1.5.2.A-E, CC.1.5.2.G

Essential content/objectives: At the end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**
  - Manipulate phonemes - add and delete
  - Blend, segment, and count syllables
  - Produce rhymes
  - Blend phonemes
- **Phonics**
  - Read and Decode Words with
    - Final blends
    - Closed syllables
    - Double final consonants
    - Inflections: spelling changes
    - Consonant digraphs
    - Prefixes un-, re-
  - Spell words with final blends
  - Spell words with double final consonants
  - Spell words with consonant digraphs
- **Fluency**
  - Read with appropriate reading rate
  - Read with appropriate phrasing and expression
  - Read and identify high-frequency words
- **Comprehension**
  - Identify Literary Elements- central idea, theme
  - Identify Point of View
  - Describe Text organization
  - Monitor and clarify text
  - Make and confirm predictions
  - Synthesize
  - Retell
- **Vocabulary**
  - Use Context clues
  - Describe how Prefixes un- and re- affect meaning
  - Describe how Inflections -ed, -ing affect meaning
  - Identify Words about communication

- **Language Arts**
  - Use the following Conventions
    - Proper nouns
    - Types of verbs
    - Compound subjects and predicates
  - Writing
    - Write a Persuasive text

Core Activities: Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**
  - Identify and isolate initial, medial, and final phonemes in words
  - Finger segmenting and blending phonemes in words
- **Phonics**
  - Sound boxes/Sound spelling lines
  - Tap out words
  - Word grids
  - Word sorts
  - Building words with letter tiles or whiteboards
  - Word work
  - Highlighting phonetic patterns in words
  - Identifying words with specific phonetic patterns in text and in isolation
  - Segmenting and blending words
  - Decodable Readers: Smart Right Readers
  - Independent practice pages
  - Online articulation videos
  - Visual cues using sound/spelling cards
- **Fluency**
  - Read on-level text accurately
  - Decodable readers
  - Repeated readings
  - Identify and read high frequency words
  - Fluency words lists and sentences
  - Word grids
  - Timed fluency practice
  - Phrasing/pyramid fluency practice
  - Flashcards
  - Partner Reads
- **Comprehension**
  - Graphic organizers
  - Anchor charts
  - Read alouds
  - Think alouds
  - Think, pair, share
  - Discussion/Oral questioning
  - Story retell
  - Citing evidence from text
  - Respond to reading
  - Close reading
  - Online Ed Resources

- **Vocabulary**
  - Answer questions and discuss meanings to develop vocabulary
  - Identify real-life connections between words and their use
  - Identify definitions using a glossary or online resource
  - Use words in context
  - Online Ed Resources
  - Cloze activity
  - Word cards
  - Identify and read high frequency words
  - Independent practice pages
- **Language Arts**
  - Conventions
    - Online Ed Resources
    - Fix-Its
    - Independent practice pages
  - Writing
    - Writing workshop
    - Journal writing
    - Graphic organizers

Extensions:
- Additional texts
- Additional activities will be provided at learning centers/work stations
- Opportunities to read and interact with challenging text

Remediation:
- Targeted skill intervention groups
- Differentiated instructional groups
- Small group instruction
- Tier 3 intervention support
- One-on-one teacher support
- Additional texts

Instructional Methods:
- Direct instruction
- Modeled/Scaffolded instruction
- Guided practice
- Independent practice
- Student collaboration
- Small group instruction
- Multisensory methods
- Differentiated instruction

Materials & Resources:
- HMH into Reading Teacher's Guide
- Writing Workshop Teacher's Guide
- Teaching Pal: 5 books
- Read Aloud Books: 30 books
- into Reading mybook: 5 books
- Decodable Readers/Start Right Readers: 6 books
- Rigby Leveled Library

- Vocabulary Cards
- Sound/Spelling Cards
- Letter Cards/Word Cards/Picture Cards
- Anchor Charts
- Online Resources
- Step by Step Intervention Materials

Assessments:

- **Formative Assessment:**
  - Teacher observation
  - Independent practice
  - Intervention logs
  - Center work
  - Fluency timed reads
- **Summative Assessment:**
  - Selection quizzes
  - Weekly assessments
  - Module assessments
  - Spelling tests
  - DIBELS benchmark assessments
  - DIBELS progress monitoring
  - QPS screener
  - Writing rubrics

Curriculum Scope & Sequence

Planned Course: Reading and Language Arts Grade 2

Module: 4 “Once Upon a Time”

Time frame: Three Weeks

State Standards: CC.1.1.2.D-E, CC.1.2.2.A-C, CC.1.2.2.E-L, CC.1.3.2.A-G, CC.1.3.2.I-K, CC.1.4.2.M, CC.1.4.2.R, CC.1.5.2.A-E, CC.1.5.2.G

Essential content/objectives: At the end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**
  - Blend and segment syllables
  - Blend, segment, and count phonemes
  - Isolate phonemes: identify vowel
- **Phonics**
  - Read and Decode Words with
    - Consonant k, ck
    - Silent letters (kn, wr, gn, mb)
    - Long a patterns
    - Multisyllabic words: long a
    - Long e, short e pattern
    - Multisyllabic words: long, short e
  - Spell words with consonant k, ck
  - Spell words with long a (ai, ay)
  - Spell words with long e (ee, ea)
- **Fluency**
  - Read with intonation
  - Read with accuracy and self-correction
  - Read with appropriate reading rate
  - Read and identify high-frequency words
- **Comprehension**
  - Identify text organization
  - Identify story structure
  - Describe elements of drama
  - Identify Figurative Language
  - Identify Author’s purpose
  - Describe cause and effect
  - Make inferences
  - Create mental images
  - Make and confirm predictions
  - Make connections
- **Vocabulary**
  - Identify multiple-meaning words
  - Describe suffixes -ful, -less affect meaning
  - Identify words that describe people, places, and things
  - identify words that describe actions

- **Language Arts**
  - Use the following Conventions
    - Verbs in the present, past, and future
    - Compound Sentences
  - Writing
    - Write an Imaginative story

Core Activities: Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**
  - Identify and isolate initial, medial, and final phonemes in words
  - Finger segmenting and blending phonemes in words
- **Phonics**
  - Sound boxes/Sound spelling lines
  - Tap out words
  - Word grids
  - Word sorts
  - Building words with letter tiles or whiteboards
  - Word work
  - Highlighting phonetic patterns in words
  - Identifying words with specific phonetic patterns in text and in isolation
  - Segmenting and blending words
  - Decodable Readers: Smart Right Readers
  - Independent practice pages
  - Online articulation videos
  - Visual cues using sound/spelling cards
- **Fluency**
  - Read on-level text accurately
  - Decodable readers
  - Repeated readings
  - Identify and read high frequency words
  - Fluency words lists and sentences
  - Word grids
  - Timed fluency practice
  - Phrasing/pyramid fluency practice
  - Flashcards
  - Partner Reads
- **Comprehension**
  - Graphic organizers
  - Anchor charts
  - Read alouds
  - Think alouds
  - Think, pair, share
  - Discussion/Oral questioning
  - Story retell
  - Citing evidence from text
  - Respond to reading
  - Close reading
  - Online Ed Resources

- **Vocabulary**
  - Answer questions and discuss meanings to develop vocabulary
  - Identify real-life connections between words and their use
  - Identify definitions using a glossary or online resource
  - Use words in context
  - Online Ed Resources
  - Cloze activity
  - Word cards
  - Identify and read high frequency words
  - Independent practice pages
- **Language Arts**
  - Conventions
    - Online Ed Resources
    - Fix-Its
    - Independent practice pages
  - Writing
    - Writing workshop
    - Journal writing
    - Graphic organizers

Extensions:
- Additional texts
- Additional activities will be provided at learning centers/work stations
- Opportunities to read and interact with challenging text

Remediation:
- Targeted skill intervention groups
- Differentiated instructional groups
- Small group instruction
- Tier 3 intervention support
- One-on-one teacher support
- Additional texts

Instructional Methods:
- Direct instruction
- Modeled/Scaffolded instruction
- Guided practice
- Independent practice
- Student collaboration
- Small group instruction
- Multisensory methods
- Differentiated instruction

Materials & Resources:
- HMH into Reading Teacher's Guide
- Writing Workshop Teacher's Guide
- Teaching Pal: 5 books
- Read Aloud Books: 30 books
- into Reading mybook: 5 books
- Decodable Readers/Start Right Readers: 6 books
- Rigby Leveled Library

- Vocabulary Cards
- Sound/Spelling Cards
- Letter Cards/Word Cards/Picture Cards
- Anchor Charts
- Online Resources
- Step by Step Intervention Materials

Assessments:

- **Formative Assessment:**
  - Teacher observation
  - Independent practice
  - Intervention logs
  - Center work
  - Fluency timed reads
- **Summative Assessment:**
  - Selection quizzes
  - Weekly assessments
  - Module assessments
  - Spelling tests
  - DIBELS benchmark assessments
  - DIBELS progress monitoring
  - QPS screener
  - Writing rubrics

Curriculum Scope & Sequence

Planned Course: Reading and Language Arts Grade 2

Module: 5 “Lead the Way”

Time frame: Three Weeks

State Standards: CC.1.1.2.D-E, CC.1.2.2.A-C, CC.1.2.2.E-L, CC.1.3.2.A-G, CC.1.3.2.I-K, CC.1.4.2.M, CC.1.4.2.R, CC.1.5.2.A-E, CC.1.5.2.G

Essential content/objectives: At the end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**
  - Isolate phonemes: Identify vowels
  - Segment, count syllables
  - Manipulate phonemes
  - Blend and add syllables
- **Phonics**
  - Read and decode words with
    - Long o patterns
    - Multisyllabic words with long o
    - Long i patterns
    - Multisyllabic words with long i
    - Suffixes -ful, -less
    - Multisyllabic words
  - Spell words with long o (o, oa, ow)
  - Spell words with long i
  - Spell words with silent letters
  - Spell homophones
- **Fluency**
  - Read with expression, phrasing, and intonation
  - Read and identify high-frequency words
- **Comprehension**
  - Identify Characters
  - Identify text features and organization
  - Recognize content-area words
  - Identify Figurative language
  - Chronological order: sequence
  - Ask and answer questions
  - Synthesize
  - Summarize
- **Vocabulary**
  - Describe how suffixes -y, -ly affect meaning
  - Describe how prefix dis- affects meaning
  - Identify words that name people
  - Use reference sources

- **Language Arts**
  - Use the following Conventions
    - Quotation marks
    - Using Proper nouns
    - Abbreviations
  - Writing
    - Write a Personal Essay

Core Activities: Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**
  - Identify and isolate initial, medial, and final phonemes in words
  - Finger segmenting and blending phonemes in words
- **Phonics**
  - Sound boxes/Sound spelling lines
  - Tap out words
  - Word grids
  - Word sorts
  - Building words with letter tiles or whiteboards
  - Word work
  - Highlighting phonetic patterns in words
  - Identifying words with specific phonetic patterns in text and in isolation
  - Segmenting and blending words
  - Decodable Readers: Smart Right Readers
  - Independent practice pages
  - Online articulation videos
  - Visual cues using sound/spelling cards
- **Fluency**
  - Read on-level text accurately
  - Decodable readers
  - Repeated readings
  - Identify and read high frequency words
  - Fluency words lists and sentences
  - Word grids
  - Timed fluency practice
  - Phrasing/pyramid fluency practice
  - Flashcards
  - Partner Reads
- **Comprehension**
  - Graphic organizers
  - Anchor charts
  - Read alouds
  - Think alouds
  - Think, pair, share
  - Discussion/Oral questioning
  - Story retell
  - Citing evidence from text
  - Respond to reading
  - Close reading
  - Online Ed Resources

- **Vocabulary**
  - Answer questions and discuss meanings to develop vocabulary
  - Identify real-life connections between words and their use
  - Identify definitions using a glossary or online resource
  - Use words in context
  - Online Ed Resources
  - Cloze activity
  - Word cards
  - Identify and read high frequency words
  - Independent practice pages
- **Language Arts**
  - Conventions
    - Online Ed Resources
    - Fix-Its
    - Independent practice pages
  - Writing
    - Writing workshop
    - Journal writing
    - Graphic organizers

Extensions:

- Additional texts
- Additional activities will be provided at learning centers/work stations
- Opportunities to read and interact with challenging text

Remediation:

- Targeted skill intervention groups
- Differentiated instructional groups
- Small group instruction
- Tier 3 intervention support
- One-on-one teacher support
- Additional texts

Instructional Methods:

- Direct instruction
- Modeled/Scaffolded instruction
- Guided practice
- Independent practice
- Student collaboration
- Small group instruction
- Multisensory methods
- Differentiated instruction

Materials & Resources:

- HMH into Reading Teacher's Guide
- Writing Workshop Teacher's Guide
- Teaching Pal: 5 books
- Read Aloud Books: 30 books
- into Reading mybook: 5 books
- Decodable Readers/Start Right Readers: 6 books

- Rigby Leveled Library
- Vocabulary Cards
- Sound/Spelling Cards
- Letter Cards/Word Cards/Picture Cards
- Anchor Charts
- Online Resources
- Step by Step Intervention Materials

Assessments:

- **Formative Assessment:**
  - Teacher observation
  - Independent practice
  - Intervention logs
  - Center work
  - Fluency timed reads
- **Summative Assessment:**
  - Selection quizzes
  - Weekly assessments
  - Module assessments
  - Spelling tests
  - DIBELS benchmark assessments
  - DIBELS progress monitoring
  - QPS screener
  - Writing rubrics

Curriculum Scope & Sequence

Planned Course: Reading and Language Arts Grade 2

Module: 6 “Weather Wise”

Time frame: Three Weeks

State Standards: CC.1.1.2.D-E, CC.1.2.2.A-C, CC.1.2.2.E-L, CC.1.3.2.A-G, CC.1.3.2.I-K, CC.1.5.2.A-E, CC.1.5.2.G

Essential content/objectives: At the end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**
  - Add and blend syllables
  - Blend and delete syllables
  - Segment syllables
  - Manipulate phonemes
- **Phonics**
  - Read and decode words with
    - Suffixes -y, -ly
    - Prefix dis-
    - Inflections: spelling changes
    - R-controlled vowel ar
    - Multisyllabic words with ar
  - Spell words with inflections -s, -es
  - Spell words with c and g
  - Spell words with vowel ar
- **Fluency**
  - Read with accuracy and self-correction
  - Read with appropriate reading rate and phrasing
  - Read and identify high-frequency words
- **Comprehension**
  - Identify Text features
  - Recognize Point of view
  - Use Content-area words
  - Describe cause and effect
  - Identify elements of poetry
  - Make inferences and connections
  - Ask and answer questions
- **Vocabulary**
  - Use Homophones to aid in word meaning
  - Describe how Suffixes -er, -est affect meaning
  - Describe how Prefixes un-, re- affect meaning
  - Describe how Inflections -ed, -ing affect meaning

- **Language Arts**
  - Use the following Conventions
    - Pronouns
    - Subject-verb agreement
    - The verb Be
  - Writing
    - Write a Poem

Core Activities: Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**
  - Identify and isolate initial, medial, and final phonemes in words
  - Finger segmenting and blending phonemes in words
- **Phonics**
  - Sound boxes/Sound spelling lines
  - Tap out words
  - Word grids
  - Word sorts
  - Building words with letter tiles or whiteboards
  - Word work
  - Highlighting phonetic patterns in words
  - Identifying words with specific phonetic patterns in text and in isolation
  - Segmenting and blending words
  - Decodable Readers: Smart Right Readers
  - Independent practice pages
  - Online articulation videos
  - Visual cues using sound/spelling cards
- **Fluency**
  - Read on-level text accurately
  - Decodable readers
  - Repeated readings
  - Identify and read high frequency words
  - Fluency words lists and sentences
  - Word grids
  - Timed fluency practice
  - Phrasing/pyramid fluency practice
  - Flashcards
  - Partner Reads
- **Comprehension**
  - Graphic organizers
  - Anchor charts
  - Read alouds
  - Think alouds
  - Think, pair, share
  - Discussion/Oral questioning
  - Story retell
  - Citing evidence from text
  - Respond to reading
  - Close reading
  - Online Ed Resources

- **Vocabulary**
  - Answer questions and discuss meanings to develop vocabulary
  - Identify real-life connections between words and their use
  - Identify definitions using a glossary or online resource
  - Use words in context
  - Online Ed Resources
  - Cloze activity
  - Word cards
  - Identify and read high frequency words
  - Independent practice pages
- **Language Arts**
  - Conventions
    - Online Ed Resources
    - Fix-Its
    - Independent practice pages
  - Writing
    - Writing workshop
    - Journal writing
    - Graphic organizers

Extensions:
- Additional texts
- Additional activities will be provided at learning centers/work stations
- Opportunities to read and interact with challenging text

Remediation:
- Targeted skill intervention groups
- Differentiated instructional groups
- Small group instruction
- Tier 3 intervention support
- One-on-one teacher support
- Additional texts

Instructional Methods:
- Direct instruction
- Modeled/Scaffolded instruction
- Guided practice
- Independent practice
- Student collaboration
- Small group instruction
- Multisensory methods
- Differentiated instruction

Materials & Resources:
- HMH into Reading Teacher's Guide
- Writing Workshop Teacher's Guide
- Teaching Pal: 5 books
- Read Aloud Books: 30 books
- into Reading mybook: 5 books
- Decodable Readers/Start Right Readers: 6 books
- Rigby Leveled Library

- Vocabulary Cards
- Sound/Spelling Cards
- Letter Cards/Word Cards/Picture Cards
- Anchor Charts
- Online Resources
- Step by Step Intervention Materials

Assessments:

- **Formative Assessment:**
  - Teacher observation
  - Independent practice
  - Intervention logs
  - Center work
  - Fluency timed reads
- **Summative Assessment:**
  - Selection quizzes
  - Weekly assessments
  - Module assessments
  - Spelling tests
  - DIBELS benchmark assessments
  - DIBELS progress monitoring
  - QPS screener
  - Writing rubrics

Curriculum Scope & Sequence

Planned Course: Reading and Language Arts Grade 2

Module: 7 “Everyone Has a Story”

Time frame: Three Weeks

State Standards: CC.1.1.2.D-E, CC.1.2.2.A-C, CC.1.2.2.E-L, CC.1.3.2.A-G, CC.1.3.2.I-K, CC.1.4.2.M, CC.1.4.2.R, CC.1.5.2.A-E, CC.1.5.2.G

Essential content/objectives: At the end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**
  - Blend, segment, and count phonemes
  - Manipulate phonemes: add, change, delete
  - Isolate phonemes: identify vowels
- **Phonics**
  - Read and decode words with
    - r-controlled vowels or, ore, er, ir, ur
    - Multisyllabic words: or, ore
    - Vowel patterns: air, are, ear
    - Vowel team oo
    - Multisyllabic words: oo
  - Spell words with r-controlled vowels: or, ore, er
  - Spell words with vowel team oo
- **Fluency**
  - Read with intonation and expression
  - Read with accuracy and self-correction
  - Read and identify high-frequency words
- **Comprehension**
  - Identify Literary Elements: central idea, setting
  - Describe Text features
  - Describe Text organization
  - Identify Ideas and support
  - Synthesize
  - Monitor and clarify text
  - Make inferences
  - Create mental images
- **Vocabulary**
  - Use Shades of meaning
  - Describe how Suffixes -ful, -less affect meaning
  - Describe how Prefixes pre- affects meaning
  - Identify Compound words
- **Language Arts**
  - Use the following Conventions
    - Commas in dates, places, and series
    - Types of adjectives; articles
  - Writing
    - Write an Imaginative story

Core Activities: Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**
  - Identify and isolate initial, medial, and final phonemes in words
  - Finger segmenting and blending phonemes in words
- **Phonics**
  - Sound boxes/Sound spelling lines
  - Tap out words
  - Word grids
  - Word sorts
  - Building words with letter tiles or whiteboards
  - Word work
  - Highlighting phonetic patterns in words
  - Identifying words with specific phonetic patterns in text and in isolation
  - Segmenting and blending words
  - Decodable Readers: Smart Right Readers
  - Independent practice pages
  - Online articulation videos
  - Visual cues using sound/spelling cards
- **Fluency**
  - Read on-level text accurately
  - Decodable readers
  - Repeated readings
  - Identify and read high frequency words
  - Fluency words lists and sentences
  - Word grids
  - Timed fluency practice
  - Phrasing/pyramid fluency practice
  - Flashcards
  - Partner Reads
- **Comprehension**
  - Graphic organizers
  - Anchor charts
  - Read alouds
  - Think alouds
  - Think, pair, share
  - Discussion/Oral questioning
  - Story retell
  - Citing evidence from text
  - Respond to reading
  - Close reading
  - Online Ed Resources
- **Vocabulary**
  - Answer questions and discuss meanings to develop vocabulary
  - Identify real-life connections between words and their use
  - Identify definitions using a glossary or online resource
  - Use words in context
  - Online Ed Resources
  - Cloze activity
  - Word cards

    - Identify and read high frequency words
    - Independent practice pages

- **Language Arts**
    - Conventions
        - Online Ed Resources
        - Fix-Its
        - Independent practice pages
    - Writing
        - Writing workshop
        - Journal writing
        - Graphic organizers

Extensions:

- Additional texts
- Additional activities will be provided at learning centers/work stations
- Opportunities to read and interact with challenging text

Remediation:

- Targeted skill intervention groups
- Differentiated instructional groups
- Small group instruction
- Tier 3 intervention support
- One-on-one teacher support
- Additional texts

Instructional Methods:

- Direct instruction
- Modeled/Scaffolded instruction
- Guided practice
- Independent practice
- Student collaboration
- Small group instruction
- Multisensory methods
- Differentiated instruction

Materials & Resources:

- HMH into Reading Teacher's Guide
- Writing Workshop Teacher's Guide
- Teaching Pal: 5 books
- Read Aloud Books: 30 books
- into Reading mybook: 5 books
- Decodable Readers/Start Right Readers: 6 books
- Rigby Leveled Library
- Vocabulary Cards
- Sound/Spelling Cards
- Letter Cards/Word Cards/Picture Cards
- Anchor Charts
- Online Resources
- Step by Step Intervention Materials

Board Approved: October 2026

Assessments:

- **Formative Assessment:**
  - Teacher observation
  - Independent practice
  - Intervention logs
  - Center work
  - Fluency timed reads
- **Summative Assessment:**
  - Selection quizzes
  - Weekly assessments
  - Module assessments
  - Spelling tests
  - DIBELS benchmark assessments
  - DIBELS progress monitoring
  - QPS screener
  - Writing rubrics

Curriculum Scope & Sequence

Planned Course: Reading and Language Arts Grade 2

Module: 8 “Time to Grow!”

Time frame: Three Weeks

State Standards: CC.1.1.2.D-E, CC.1.2.2.A-C, CC.1.2.2.E-L, CC.1.3.2.A-G, CC.1.3.2.I-K, CC.1.4.2.A, CC.1.4.2.F, CC.1.5.2.A-E, CC.1.5.2.G

Essential content/objectives: At the end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**
  - Blend, segment, and count syllables
  - Manipulate phonemes: add, change, delete
  - Produce rhymes
- **Phonics**
  - Read and decode words with:
    - Vowel patterns: oo (as in moose)
    - Multisyllabic words: oo (as in moose), oo (as in cook)
    - Vowel teams ou, ow
    - Diphthongs oy, oi
  - Vowel patterns: al, aw
  - Vowel patterns ear, eer
- **Fluency**
  - Read with appropriate reading rate, expression, and phrasing
  - Read and identify high-frequency words
- **Comprehension**
  - Identify Literary elements: story structure, characters
  - Recognize Text features and organization
  - Describe Cause and Effect
  - Evaluate, synthesize, and retell
  - Make connections
- **Vocabulary**
  - Use Reference Sources
  - Describe how Inflections -s, -es affect meaning
  - Describe how Prefixes mis-, dis- affect meaning
- **Language Arts**
  - Use the following Conventions
    - Using adjectives
    - Irregular verbs and action verbs
  - Writing
    - Write a Procedural text

Core Activities: Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**
  - Identify and isolate initial, medial, and final phonemes in words
  - Finger segmenting and blending phonemes in words

- **Phonics**
  - Sound boxes/Sound spelling lines
  - Tap out words
  - Word grids
  - Word sorts
  - Building words with letter tiles or whiteboards
  - Word work
  - Highlighting phonetic patterns in words
  - Identifying words with specific phonetic patterns in text and in isolation
  - Segmenting and blending words
  - Decodable Readers: Smart Right Readers
  - Independent practice pages
  - Online articulation videos
  - Visual cues using sound/spelling cards
- **Fluency**
  - Read on-level text accurately
  - Decodable readers
  - Repeated readings
  - Identify and read high frequency words
  - Fluency words lists and sentences
  - Word grids
  - Timed fluency practice
  - Phrasing/pyramid fluency practice
  - Flashcards
  - Partner Reads
- **Comprehension**
  - Graphic organizers
  - Anchor charts
  - Read alouds
  - Think alouds
  - Think, pair, share
  - Discussion/Oral questioning
  - Story retell
  - Citing evidence from text
  - Respond to reading
  - Close reading
  - Online Ed Resources
- **Vocabulary**
  - Answer questions and discuss meanings to develop vocabulary
  - Identify real-life connections between words and their use
  - Identify definitions using a glossary or online resource
  - Use words in context
  - Online Ed Resources
  - Cloze activity
  - Word cards
  - Identify and read high frequency words
  - Independent practice pages

- **Language Arts**
  - Conventions
    - Online Ed Resources
    - Fix-Its
    - Independent practice pages
  - Writing
    - Writing workshop
    - Journal writing
    - Graphic organizers

Extensions:

- Additional texts
- Additional activities will be provided at learning centers/work stations
- Opportunities to read and interact with challenging text

Remediation:

- Targeted skill intervention groups
- Differentiated instructional groups
- Small group instruction
- Tier 3 intervention support
- One-on-one teacher support
- Additional texts

Instructional Methods:

- Direct instruction
- Modeled/Scaffolded instruction
- Guided practice
- Independent practice
- Student collaboration
- Small group instruction
- Multisensory methods
- Differentiated instruction

Materials & Resources:

- HMH into Reading Teacher's Guide
- Writing Workshop Teacher's Guide
- Teaching Pal: 5 books
- Read Aloud Books: 30 books
- into Reading mybook: 5 books
- Decodable Readers/Start Right Readers: 6 books
- Rigby Leveled Library
- Vocabulary Cards
- Sound/Spelling Cards
- Letter Cards/Word Cards/Picture Cards
- Anchor Charts
- Online Resources
- Step by Step Intervention Materials

Assessments:

- **Formative Assessment:**
  - Teacher observation
  - Independent practice
  - Intervention logs
  - Center work
  - Fluency timed reads
- **Summative Assessment:**
  - Selection quizzes
  - Weekly assessments
  - Module assessments
  - Spelling tests
  - DIBELS benchmark assessments
  - DIBELS progress monitoring
  - QPS screener
  - Writing rubrics

Curriculum Scope & Sequence

Planned Course: Reading and Language Arts Grade 2

Module: 9 “Home Sweet Habitat”

Time frame: Three Weeks

State Standards: CC.1.1.2.D-E, CC.1.2.2.A-C, CC.1.2.2.E-L, CC.1.3.2.A-G, CC.1.3.2.I-K, CC.1.4.2.A, CC.1.4.2.F, CC.1.5.2.A-E, CC.1.5.2.G

Essential content/objectives: At the end of the module, students will be able to:

- **Phonological / Phonemic Awareness**
  - Segment and blend syllables
  - Add and delete phonemes
  - Count syllables
- **Phonics**
  - Read and decode words with
    - Prefix pre-
    - Multisyllabic words
    - Three-letter blends
    - Contractions
    - Consonant +le
    - Syllable types
  - Spell compound words
  - Spell words with contractions
  - Spell words with soft g (-ge, -dge)
- **Fluency**
  - Read with appropriate phrasing, expression, and intonation
  - Read and identify high-frequency words
- **Comprehension**Identifying and using figurative language
  - Describe Text organization
  - Recognize Text features
  - Identify Elements of poetry
  - Determine Chronological order: sequence
  - Ask and answer questions
  - Monitor and clarify
  - Create mental images
  - Retell
- **Vocabulary**
  - Use Context clues
  - Identify Words that name places
  - Describe how Prefix mis- and pre- affect meaning
- **Language Arts**
  - USe the following conventions
    - Contractions
    - Adverbs
    - Possessive nouns
  - Writing
    - Write a Research report

Core Activities: Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**
  - Identify and isolate initial, medial, and final phonemes in words
  - Finger segmenting and blending phonemes in words
- **Phonics**
  - Sound boxes/Sound spelling lines
  - Tap out words
  - Word grids
  - Word sorts
  - Building words with letter tiles or whiteboards
  - Word work
  - Highlighting phonetic patterns in words
  - Identifying words with specific phonetic patterns in text and in isolation
  - Segmenting and blending words
  - Decodable Readers: Smart Right Readers
  - Independent practice pages
  - Online articulation videos
  - Visual cues using sound/spelling cards
- **Fluency**
  - Read on-level text accurately
  - Decodable readers
  - Repeated readings
  - Identify and read high frequency words
  - Fluency words lists and sentences
  - Word grids
  - Timed fluency practice
  - Phrasing/pyramid fluency practice
  - Flashcards
  - Partner Reads
- **Comprehension**
  - Graphic organizers
  - Anchor charts
  - Read alouds
  - Think alouds
  - Think, pair, share
  - Discussion/Oral questioning
  - Story retell
  - Citing evidence from text
  - Respond to reading
  - Close reading
  - Online Ed Resources
- **Vocabulary**
  - Answer questions and discuss meanings to develop vocabulary
  - Identify real-life connections between words and their use
  - Identify definitions using a glossary or online resource
  - Use words in context
  - Online Ed Resources
  - Cloze activity
  - Word cards

    - Identify and read high frequency words
    - Independent practice pages
- **Language Arts**
    - Conventions
        - Online Ed Resources
        - Fix-Its
        - Independent practice pages
    - Writing
        - Writing workshop
        - Journal writing
        - Ggraphic organizers

Extensions:

- Additional texts
- Additional activities will be provided at learning centers/work stations
- Opportunities to read and interact with challenging text

Remediation:

- Targeted skill intervention groups
- Differentiated instructional groups
- Small group instruction
- Tier 3 intervention support
- One-on-one teacher support
- Additional texts

Instructional Methods:

- Direct instruction
- Modeled/Scaffolded instruction
- Guided practice
- Independent practice
- Student collaboration
- Small group instruction
- Multisensory methods
- Differentiated instruction

Materials & Resources:

- HMH into Reading Teacher's Guide
- Writing Workshop Teacher's Guide
- Teaching Pal: 5 books
- Read Aloud Books: 30 books
- into Reading mybook: 5 books
- Decodable Readers/Start Right Readers: 6 books
- Rigby Leveled Library
- Vocabulary Cards
- Sound/Spelling Cards
- Letter Cards/Word Cards/Picture Cards
- Anchor Charts
- Online Resources
- Step by Step Intervention Materials

Board Approved: October 2026

Assessments:

- **Formative Assessment:**
  - Teacher observation
  - Independent practice
  - Intervention logs
  - Center work
  - Fluency timed reads
- **Summative Assessment:**
  - Selection quizzes
  - Weekly assessments
  - Module assessments
  - Spelling tests
  - DIBELS benchmark assessments
  - DIBELS progress monitoring
  - QPS screener
  - Writing rubrics

Curriculum Scope & Sequence

Planned Course: Reading and Language Arts Grade 2

Module: 10 “Many Cultures, One World”

Time frame: Three Weeks

State Standards: CC.1.1.2.D-E, CC.1.2.2.A-C, CC.1.2.2.E-L, CC.1.3.2.A-G, CC.1.3.2.I-K, CC.1.5.2.A-E, CC.1.5.2.G

Essential content/objectives: At the end of the module, students will be able to:

- **Phonological / Phonemic Awareness**
  - Segment, blend, and count syllables
  - Delete syllables
  - Segment and count phonemes
- **Phonics**
  - Read and decode words with
    - Prefix mis-
    - Open and closed syllables
    - Syllable division patterns
    - Long a,e
    - Multisyllabic words: Long a,e
  - Spell words with inflections -ed, -ing
  - Spell words with long e (y)
- **Fluency**
  - Read with appropriate intonation, accuracy, and reading rate
  - Read and identify high-frequency words
- **Comprehension**
  - Recognizing and using Text Features
  - Identify and use Figurative language
  - Identify Theme
  - Recognize Story Structure
  - Identify Central Idea
  - Use Graphic features
  - Make inferences
  - Make predictions
  - Synthesize
  - Make connections
- **Vocabulary**
  - Use Shades of meaning
  - Describe how Suffixes -ion, -tion, -sion affect meaning
  - Describe how Suffixes -ly, -y affect meaning
- **Language Arts**
  - Use the following Conventions
    - Possessive Pronouns
    - Prepositions and prepositional phrases
  - Writing
    - Write a Thank-you letter

Core Activities: Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**
  - Identify and isolate initial, medial, and final phonemes in words
  - Finger segmenting and blending phonemes in words
- **Phonics**
  - Sound boxes/Sound spelling lines
  - Tap out words
  - Word grids
  - Word sorts
  - Building words with letter tiles or whiteboards
  - Word work
  - Highlighting phonetic patterns in words
  - Identifying words with specific phonetic patterns in text and in isolation
  - Segmenting and blending words
  - Decodable Readers: Smart Right Readers
  - Independent practice pages
  - Online articulation videos
  - Visual cues using sound/spelling cards
- **Fluency**
  - Read on-level text accurately
  - Decodable readers
  - Repeated readings
  - Identify and read high frequency words
  - Fluency words lists and sentences
  - Word grids
  - Timed fluency practice
  - Phrasing/pyramid fluency practice
  - Flashcards
  - Partner Reads
- **Comprehension**
  - Graphic organizers
  - Anchor charts
  - Read alouds
  - Think alouds
  - Think, pair, share
  - Discussion/Oral questioning
  - Story retell
  - Citing evidence from text
  - Respond to reading
  - Close reading
  - Online Ed Resources
- **Vocabulary**
  - Answer questions and discuss meanings to develop vocabulary
  - Identify real-life connections between words and their use
  - Identify definitions using a glossary or online resource
  - Use words in context
  - Online Ed Resources
  - Cloze activity
  - Word cards

    - Identify and read high frequency words
    - Independent practice pages
- **Language Arts**
    - Conventions
        - Online Ed Resources
        - Fix-Its
        - Independent practice pages
    - Writing
        - Writing workshop
        - Journal writing
        - Graphic organizers

Extensions:

- Additional texts
- Additional activities will be provided at learning centers/work stations
- Opportunities to read and interact with challenging text

Remediation:

- Targeted skill intervention groups
- Differentiated instructional groups
- Small group instruction
- Tier 3 intervention support
- One-on-one teacher support
- Additional texts

Instructional Methods:

- Direct instruction
- Modeled/Scaffolded instruction
- Guided practice
- Independent practice
- Student collaboration
- Small group instruction
- Multisensory methods
- Differentiated instruction

Materials & Resources:

- HMH into Reading Teacher's Guide
- Writing Workshop Teacher's Guide
- Teaching Pal: 5 books
- Read Aloud Books: 30 books
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- Decodable Readers/Start Right Readers: 6 books
- Rigby Leveled Library
- Vocabulary Cards
- Sound/Spelling Cards
- Letter Cards/Word Cards/Picture Cards
- Anchor Charts
- Online Resources
- Step by Step Intervention Materials

Board Approved: October 2026

Assessments:

- **Formative Assessment:**
  - Teacher observation
  - Independent practice
  - Intervention logs
  - Center work
  - Fluency timed reads
- **Summative Assessment:**
  - Selection quizzes
  - Weekly assessments
  - Module assessments
  - Spelling tests
  - DIBELS benchmark assessments
  - DIBELS progress monitoring
  - QPS screener
  - Writing rubrics

Curriculum Scope & Sequence

Planned Course: Reading and Language Arts Grade 2

Module: 11 “Genre Study: Nonfiction”

Time frame: Three Weeks

State Standards: CC.1.1.2.D-E, CC.1.2.2.A-C, CC.1.2.2.E-L, CC.1.3.2.A-G, CC.1.3.2.I-K, CC.1.4.2.M, CC.1.4.2.R, CC.1.5.2.A-G

Essential content/objectives: At the end of the unit, students will be able to:

- **Phonological / Phonemic Awareness**
  - Blend, segment, and count syllables
- **Phonics**
  - Read and decode words with
    - Vowel team syllables
    - Syllable division patterns
    - r-controlled vowel syllables
    - Multisyllabic Words: r-controlled vowel syllables
    - Final e syllables
    - Multisyllabic words: Final e syllables
  - Spell words with suffixes: -ly, -ful, -er, -est
  - Spell words with prefixes un-, re-, dis-
  - Spell words with final e and vowel team syllables
- **Fluency**
  - Read with intonation, phrasing, and expression
  - Read and identify high-frequency words
- **Comprehension**
  - Identify Central idea
  - Recognize Text features and organization
  - Identify Author’s purpose
  - Identify Ideas and support
- **Language Arts**
  - Writing
    - Write a Personal narrative

Core Activities: Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**
  - Identify and isolate initial, medial, and final phonemes in words
  - Finger segmenting and blending phonemes in words
- **Phonics**
  - Sound boxes/Sound spelling lines
  - Tap out words
  - Word grids
  - Word sorts
  - Building words with letter tiles or whiteboards
  - Word work
  - Highlighting phonetic patterns in words
  - Identifying words with specific phonetic patterns in text and in isolation

    - Segmenting and blending words
    - Decodable Readers: Smart Right Readers
    - Independent practice pages
    - Online articulation videos
    - Visual cues using sound/spelling cards
- **Fluency**
    - Read on-level text accurately
    - Decodable readers
    - Repeated readings
    - Identify and read high frequency words
    - Fluency words lists and sentences
    - Word grids
    - Timed fluency practice
    - Phrasing/pyramid fluency practice
    - Flashcards
    - Partner Reads
- **Comprehension**
    - Graphic organizers
    - Anchor charts
    - Read alouds
    - Think alouds
    - Think, pair, share
    - Discussion/Oral questioning
    - Story retell
    - Citing evidence from text
    - Respond to reading
    - Close reading
    - Online Ed Resources
- **Vocabulary**
    - Answer questions and discuss meanings to develop vocabulary
    - Identify real-life connections between words and their use
    - Identify definitions using a glossary or online resource
    - Use words in context
    - Online Ed Resources
    - Cloze activity
    - Word cards
    - Identify and read high frequency words
    - Independent practice pages
- **Language Arts**
    - Conventions
        - Online Ed Resources
        - Fix-Its
        - Independent practice pages
    - Writing
        - Writing workshop
        - Journal writing
        - Graphic organizers

<u>Extensions:</u>

- Additional texts

- Additional activities will be provided at learning centers/work stations
- Opportunities to read and interact with challenging text

Remediation:

- Targeted skill intervention groups
- Differentiated instructional groups
- Small group instruction
- Tier 3 intervention support
- One-on-one teacher support
- Additional texts

Instructional Methods:

- Direct instruction
- Modeled/Scaffolded instruction
- Guided practice
- Independent practice
- Student collaboration
- Small group instruction
- Multisensory methods
- Differentiated instruction

Materials & Resources:

- HMH into Reading Teacher's Guide
- Writing Workshop Teacher's Guide
- Teaching Pal: 5 books
- Read Aloud Books: 30 books
- into Reading mybook: 5 books
- Decodable Readers/Start Right Readers: 6 books
- Rigby Leveled Library
- Vocabulary Cards
- Sound/Spelling Cards
- Letter Cards/Word Cards/Picture Cards
- Anchor Charts
- Online Resources
- Step by Step Intervention Materials

Assessments:

- **Formative Assessment:**
  - Teacher observation
  - Independent practice
  - Intervention logs
  - Center work
  - Fluency timed reads
- **Summative Assessment:**
  - Selection quizzes
  - Weekly assessments
  - Module assessments
  - Spelling tests
  - DIBELS benchmark assessments
  - DIBELS progress monitoring
  - QPS screener

- Writing rubrics

Curriculum Scope & Sequence

Planned Course: Reading and Language Arts Grade 2

Module: 12 “Genre Study: Literary Texts”

Time frame: Three Weeks

State Standards: CC.1.1.2.D-E, CC.1.2.2.A-C, CC.1.2.2.E-L, CC.1.3.2.A-G, CC.1.3.2.I-K, CC.1.4.2.G, CC.1.4.2.L, CC.1.5.2.A-E, CC.1.5.2.G

Essential content/objectives: At the end of the module, students will be able to:

- **Phonological / Phonemic Awareness**
  - Blend, segment, and count syllables
- **Phonics**
  - Read and decode words with
    - Final syllables
    - Multisyllabic words with final syllables
    - Review of syllable types: open, closed, consonant -le, final e, vowel team, r-controlled vowel
    - Review prefixes, suffixes, inflections, and spelling changes
- **Fluency**
  - Read with appropriate reading rate, accuracy, self-correction, and intonation
  - Read and identify high-frequency words
- **Comprehension**
  - Identify characters and story structure
  - Recognize Setting, Theme
  - Identify Elements of poetry
- **Language Arts**
  - Writing
    - Write an Opinion Essay

Core Activities: Students will complete/participate in the following:

- **Phonological / Phonemic Awareness**
  - Identify and isolate initial, medial, and final phonemes in words
  - Finger segmenting and blending phonemes in words
- **Phonics**
  - Sound boxes/Sound spelling lines
  - Tap out words
  - Word grids
  - Word sorts
  - Building words with letter tiles or whiteboards
  - Word work
  - Highlighting phonetic patterns in words
  - Identifying words with specific phonetic patterns in text and in isolation
  - Segmenting and blending words
  - Decodable Readers: Smart Right Readers

- Independent practice pages
- Online articulation videos
- Visual cues using sound/spelling cards

- **Fluency**
  - Read on-level text accurately
  - Decodable readers
  - Repeated readings
  - Identify and read high frequency words
  - Fluency words lists and sentences
  - Word grids
  - Timed fluency practice
  - Phrasing/pyramid fluency practice
  - Flashcards
  - Partner Reads
- **Comprehension**
  - Graphic organizers
  - Anchor charts
  - Read alouds
  - Think alouds
  - Think, pair, share
  - Discussion/Oral questioning
  - Story retell
  - Citing evidence from text
  - Respond to reading
  - Close reading
  - Online Ed Resources
- **Vocabulary**
  - Answer questions and discuss meanings to develop vocabulary
  - Identify real-life connections between words and their use
  - Identify definitions using a glossary or online resource
  - Use words in context
  - Online Ed Resources
  - Cloze activity
  - Word cards
  - Identify and read high frequency words
  - Independent practice pages
- **Language Arts**
  - Conventions
    - Online Ed Resources
    - Fix-Its
    - Independent practice pages
  - Writing
    - Writing workshop
    - Journal writing
    - Graphic organizers

Extensions:

- Additional texts
- Additional activities will be provided at learning centers/work stations

- Opportunities to read and interact with challenging text

Remediation:

- Targeted skill intervention groups
- Differentiated instructional groups
- Small group instruction
- Tier 3 intervention support
- One-on-one teacher support
- Additional texts

Instructional Methods:

- Direct instruction
- Modeled/Scaffolded instruction
- Guided practice
- Independent practice
- Student collaboration
- Small group instruction
- Multisensory methods
- Differentiated instruction

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  - Weekly assessments
  - Module assessments
  - Spelling tests
  - DIBELS benchmark assessments
  - DIBELS progress monitoring

Handwriting: Manuscript and Cursive

Time: 10-15 minutes 3 days per week

Textbook: Zaner-Bloser Handwriting

September:

Unit 1: Reviewing Manuscript Writing (Pages 1-11)

- Getting Started
- Practice: Manuscript Writing Positions
- Evaluate: Manuscript Pretest
- Write: Manuscript Basic Strokes
    - Vertical and Horizontal Lines
    - Circle and Diagonal Lines
- Evaluate: Manuscript Keys to Legibility
    - Shape
    - Size
- Write: lL, iI

October:

Unit 1: Reviewing Manuscript Writing (Pages 12-26)

- Write: tT, oO
- Write: aA, dD
- Write: cC, eE
- Write fF, Gg
- Write: jJ, gG
- Write: uU, sS
- Write: bB, pP

November:

Unit 1: Reviewing Manuscript Writing (Pages 27-39)

- Write: rR, nN
- Write: mM, hH
- Write: vV, yY
- Write: wW, xX
- Write: kK, zZ
- Write: Numerals
- Evaluate: Manuscript Posttest

December/January:

Unit 2: Getting Started With Cursive Writing (pages 41-53)

- Discover: Cursive Writing
- Discover: Cursive Letters and Numerals
- Read: Cursive Writing
- Discover: Cursive Writing Positions
- Write: Cursive Basic Strokes
    - Undercurve
    - Downcurve
    - Overcurve

    - Diagonal
- Evaluate: Cursive Keys to Legibility
    - Shape
    - Size
    - Spacing
    - Slant

Unit 3: Writing Cursive Letters (pages 54-64)

- Write: Beginning Strokes
- Write: i, t, u, w, e, l, b
- Write: Joinings

February:

Unit 3: Writing Cursive Letters (pages 65-83)

- Apply: Words
- Apply: Edit Text
- Write: h, f, k, r, s, j, p
- Review: h, f, k, r, s, j, p
- Apply: Alphabetical Order
- Write: a, d, g, o, c, q
- Review: a, d, g, o, c, q
- Apply: Fill in the Blank

March

Unit 3: Writing Cursive Letters (pages 84-108)

- Write: n, m, y, x, v, z
- Review: n, m, y, x, v, z
- Apply: Phrases
- Evaluate: Keys to Legibility
- Review: Lowercase Cursive Letters
- Write: Cursive Numerals
- Write: Beginning Strokes
- Write: A, O, D, C, E
- Write: Joinings
- Review: A, O, D, C, E
- Apply: Sentences
- Apply: Invitation

April

Unit 3: Writing Cursive Letters (pages 109-131)

- Write: N, M, H, K, U
- Review: N, M, H, K, U
- Apply: Alphabetical Order
- Write: Y, Z, V, W, X
- Review: Y, Z, V, W, X
- Apply: Sentences
- Apply: Notes
- Write: I, J, Q, T, F
- Review: I, J, Q, T, F

- Apply: Sentences

May

Unit 3: Writing Cursive Letters (pages 132-152)

- Write: G, S, L, P, R, B
- Review: G, S, L, P, R, B
- Apply: Sentences
- Evaluate: Keys to Legibility
- Review: Uppercase Cursive Letters
- Review: Joinings

Unit 4: Using What You Have Learned

- Apply: Cursive in the Real World
    - Why Do You Write?
    - Web
- Apply: Narrative
    - It's So Cold!
    - It's So Warm!
    - QPS screener
    - Writing rubrics