

**Wilson Area School District
Planned Course Guide**

Title of planned course: Reading Grade 2

Subject Area: Reading

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/recognition, conventions of grammar, and accurate spelling.

Time/Credit for this Course: 1 Academic Year

Curriculum Writing Committee:

Deborah Golden
Susan Vernarr
Kim Hannis
Robin Lanni
Elise Young
Megan Wert
Tara Buskirk
Judy Fisher
Rebecca Bennett

Curriculum Map

August/September: Begin Unit 1- Exploration
DIBELS Benchmark assessment

October: Finish Unit 1 - Exploration
Begin Unit 2 - Working Together

November: Finish Unit 2 – Working Together

December: Begin Unit 3- Creative Ideas

January: Finish Unit 3 - Creative Ideas
DIBELS middle of the year assessment
Begin Unit 4 - Our Changing World

February: Continue with Unit 4 - Our Changing World

March: Finish Unit 4 - Our Changing World
Begin Unit 5 - Responsibility

April: Finish Unit 5 – Responsibility
Begin Unit 6 – Traditions

May: Finish Unit 6 – Traditions
DIBELS end of the year assessment

June: Review skills learned throughout year

**Wilson Area School District
Planned Course Materials**

Course Title: Reading Grade 2

Textbook: Scott Foresman Reading Street: Grade 2

Supplemental Books:

- Leveled readers
- Decodable readers
- Concept Readers
- Student anthologies
- Reader's and Writer's notebook

Teacher Resources:

- Weekly/Unit/Benchmark Tests
- Fresh Reads
- Practice Stations
- Step by Step Intervention kits
- FCRR activity binder

Websites:

- www.readinga-z.com
- www.ferr.org
- www.phonologicalawareness.org
- www.k-3learningpages.net
- www.readingresource.net
- www.readingrockets.org

Curriculum Scope & Sequence

Planned Course: Reading Grade 2

Unit: 1 Exploration

Time frame: 6 weeks

State Standards: 1.1.3.A,B,D,E; 1.2.3.A,B,C;1.6.3.A;

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

- **Phonemic Awareness:**
 - Distinguish medial phonemes
 - Blend/segment phonemes
- **Phonics:**
 - Consonants
 - Short vowels
 - Long vowels (VCe)
 - Consonant blends
 - Inflected endings
 - Consonant digraphs
- **Fluency:**
 - Read with accuracy with appropriate rate and phrasing
 - Using expression and intonation
- **Comprehension:**
 - Character/setting
 - Main idea/detail, facts/details
- **Vocabulary:**
 - High frequency words
 - Alphabetize
 - Position words
 - Synonyms
 - Amazing words
- **Language Arts:**
 - Conventions: sentences, subject, predicate, declarative, interrogative, imperative, exclamatory
 - Writing: personal narrative

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

- **Phonemic Awareness:**
 - Identify words from picture
 - Finger tap
- **Phonics:**
 - Making Words (whiteboards)
 - Sound boxes
 - Tap it out

- Word sorts
- Highlighting
- Visual cue (sound cards)
- Workbooks
- **Fluency:**
 - Reread decodable text
 - Fluency word lists and sentences
- **Comprehension:**
 - Graphic organizers
 - Read aloud
 - Discussion
 - Think Alouds
 - Story retell
- **Vocabulary:**
 - Use words in context
 - Cloze activity
 - Word sorts
 - Word cards
 - Workbook
 - Sing with Me big book
- **Language Arts:**
 - Conventions: workbook, Grammar Jammer, Daily Fix-it, word sorts
 - Writing: writing process, journal writing, class story, graphic organizers

Extensions:

- Additional texts
- Centers/work stations
- Advanced/challenging activities

Remediation:

- Intervention groups
- Differentiated instruction groups
- Additional texts

Instructional Methods:

- Modeled, guided, and independent practice
- Hands on active learning (manipulatives)
- Multisensory methods
- Student-to-student interaction (small groups/centers)
- Differentiated instruction

Materials and Resources:

- Teacher Manual
- Manipulatives

- Sound/spelling cards
- Associated big books and “Sing With Me” audio book”
- Scott Foresman website
- Decodable, leveled, and concept readers
- Florida Center for Reading Research website
- Reader’s and Writer’s Notebook
- Step by Step handbooks
- Trade books
- Reading A-Z

Assessments:

- **Formative Assessment:**
 - Teacher observation- anecdotal notes record keeping form
 - Student practice sheets
 - Center work
 - Checklists
 - Intervention logs
 - Running records
 - Fluency check sheets
- **Summative Assessment:**
 - Weekly tests (phonics, comprehension, high frequency words)
 - Unit tests
 - Progress monitoring (DIBELS, word lists)
 - Screening tools (QPS, RGR)
 - Writing rubrics
 - Spelling tests

Curriculum Scope & Sequence

Planned Course: Reading Grade 2

Unit: 2 Working Together

Time frame: 6 weeks

State Standards: 1.1.3.A,B,C,D,E; 1.3.3.B; 1.6.3.A

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

- **Phonemic Awareness:**
 - Substitute initial phonemes
 - Final phonemes
 - Segment/count phonemes
- **Phonics:**
 - r-controlled (-ar, -or, -ore, -oar, -er, -ir, -ur)
 - Contractions
 - Plurals
 - Vowel patterns (-a, -ay, -ai)
- **Fluency:**
 - Read with accuracy
 - Read at appropriate rate and phrasing
 - Use expression and intonation
- **Comprehension:**
 - Cause/effect
 - Author's purpose
 - Facts/details
 - Compare/contrast
- **Vocabulary:**
 - High frequency words
 - Unfamiliar words
 - Dictionary/glossary
 - Time order words
 - Homophones
- **Language Arts:**
 - Conventions: nouns, proper nouns, singular nouns, plural nouns, possessive nouns
 - Writing: informative (how to)

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

- **Phonemic Awareness:**
 - Identify words from picture
 - Finger segmenting and blending
- **Phonics:**
 - Making Words
 - Word sorts
 - Highlighting
 - Sound spelling cards for visual cues
 - Workbooks
 - Flashcards
 - Reader/writer notebook
 - Decodable text readers
- **Fluency:**
 - Rereading
 - Decodable text
 - Multiple readings
 - Readers Theatre
 - Words/sentences of targeted phonics skill
- **Comprehension:**
 - Graphic organizers
 - Read aloud
 - Discussion of background knowledge
 - Story retell
- **Vocabulary:**
 - Word sorts
 - Dictionary/glossary practice
 - Writing definitions
 - Concept word maps
 - Use words in context
- **Language Arts:**
 - Conventions: word sorts/picture sorts, reader/writer notebook, daily fix-it practice
 - Writing: writing: writing process, journal writing, class story, graphic organizers

Extensions:

- Additional texts
- Centers/work stations
- Advanced/challenging activities

Remediation:

- Intervention groups
- Differentiated instruction groups
- Additional texts

Instructional Methods:

- Modeled, guided, and independent practice
- Hands on active learning (manipulatives)
- Multisensory methods
- Student-to-student interaction (small groups/centers)
- Differentiated instruction

Materials and Resources:

- Teacher Manual- Volume 3
- Manipulatives
- Sound/spelling cards
- Associated big books and “Sing With Me” audio book”
- Scott Foresman website
- Decodable, leveled, and concept readers
- Florida Center for Reading Research website
- Reader’s and Writer’s Notebook
- Step by Step handbooks
- Trade books
- Reading A-Z

Assessments:

- **Formative Assessment:**
 - Teacher observation- anecdotal notes record keeping form
 - Student practice sheets
 - Center work
 - Checklists
 - Intervention logs
 - Running records
 - Fluency check sheets
- **Summative Assessment:**
 - Weekly tests (phonics, comprehension, high frequency words)
 - Unit tests
 - Progress monitoring (DIBELS, word lists)
 - Screening tools (QPS, RGR)
 - Writing rubrics
 - Spelling tests

Curriculum Scope & Sequence

Planned Course: Reading Grade 2

Unit: 3 Creative Ideas

Time frame: 6 weeks

State Standards: 1.1.3.B, C,D,E; 1.2.3.D; 1.3.3.B,C; 1.6.3.A

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

- **Phonemic Awareness:**
 - Substitute final and medial phonemes
 - Blend/segment/count phonemes
- **Phonics:**
 - Vowel patterns (e, ee, ea, y, o, oa, ow, i, ie, igh,)
 - Comparative endings
 - Compound words
- **Fluency:**
 - Read with accuracy
 - Read with appropriate rate and phrasing
 - Use expression and intonation
- **Comprehension:**
 - Author's purpose
 - Draw conclusions
 - Compare/contrast
 - Sequence
 - Fact/opinion
- **Vocabulary:**
 - High frequency words
 - Synonyms
 - Antonyms
 - Prefixes
 - Amazing words
 - Words from other languages
- **Language Arts:**
 - Conventions: verbs; verbs with singular and plural nouns; verbs: past, present, future; verbs: am, is, are, was, were
 - Writing: compare/contrast

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

- **Phonemic Awareness:**
 - Identify words from picture
 - Finger tap
- **Phonics:**
 - Whiteboards
 - Sound boxes
 - Tap it out
 - Word sorts
 - Highlighting
 - Workbooks
 - Spelling sound cards
- **Fluency:**
 - Decodable books
 - Read alouds
 - Word lists and sentences
 - Listen to CD of stories
 - Reread
- **Comprehension:**
 - Graphic organizers
 - Read and discuss
 - Think Aloud
 - Worksheets
 - Underlining/highlighting
- **Vocabulary:**
 - Use words in context
 - Cloze
 - Word sorts
 - word cards
 - Workbook
 - Sing with Me big book
 - words in context
 - Transparencies
- **Language Arts:**
 - Conventions: workbook, Grammar Jammer, Daily Fix-it, word sorts
 - Writing: writing process, journal writing, class story, graphic organizers

Extensions:

- Additional texts
- Centers/work stations
- Advanced/challenging activities

Remediation:

- Intervention groups
- Differentiated instruction groups
- Additional texts

Instructional Methods:

- Modeled, guided, and independent practice
- Hands on active learning (manipulatives)
- Multisensory methods
- Student-to-student interaction (small groups/centers)
- Differentiated instruction

Materials and Resources:

- Teacher Manual- Volume 3
- Manipulatives
- Sound/spelling cards
- Associated big books and “Sing With Me” audio book”
- Scott Foresman website
- Decodable, leveled, and concept readers
- Florida Center for Reading Research website
- Reader’s and Writer’s Notebook
- Step by Step handbooks
- Trade books
- Reading A-Z

Assessments:

- **Formative Assessment:**
 - Teacher observation- anecdotal notes record keeping form
 - Student practice sheets
 - Center work
 - Checklists
 - Intervention logs
 - Running records
 - Fluency check sheets
- **Summative Assessment:**
 - Weekly tests (phonics, comprehension, high frequency words)
 - Unit tests
 - Progress monitoring (DIBELS, word lists)
 - Screening tools (QPS, RGR)
 - Writing rubrics
 - Spelling tests

Curriculum Scope & Sequence

Planned Course: Reading Grade 2

Unit: 4 Our Changing World

Time frame: 6 weeks

State Standards: 1.1.3.D,E,F,G,H; 1.2.3.A; 1.3.3.F; 1.4.3.F; 1.5.3F;
1.6.3.A,B,C,E

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

- **Phonemic Awareness:**
 - Review of Units 1, 2, and 3
- **Phonics:**
 - Final –le syllable, vowel pattern (oo, u)
 - Diphthongs (ou/ow/oi/oy)
 - Vowel digraphs (oo, ue, ew, ui)
 - Syllable patterns
- **Fluency:**
 - Read with accuracy
 - Read with appropriate rate and phrasing
 - Using expression and intonation
- **Comprehension:**
 - Draw conclusions
 - Sequence
 - Fact/opinion
 - Plot/theme
- **Vocabulary:**
 - Antonyms
 - Prefixes
 - Amazing words
 - Multiple meaning words
- **Language Arts:**
 - Conventions: adjectives and adverbs
 - Writing: descriptive

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

- **Phonemic Awareness:**
 - Sound boxes
 - Finger tap

- **Phonics:**
 - Whiteboards
 - Sound boxes
 - Touch and say
 - Word sorts
 - Highlighting
 - Spelling sound cards
 - Make lists
 - Letter tiles
- **Fluency:**
 - Decodable texts
 - Read aloud
 - Fluency word lists and sentences
 - Reread
 - Echo/choral reading
- **Comprehension:**
 - Graphic organizers
 - Read and discuss
 - Think Aloud
 - Story retell
 - Think, pair, share
- **Vocabulary:**
 - Cloze activity
 - Word sorts
 - Workbook
 - Sing with Me big book
 - Highlighting
- **Language Arts:**
 - Conventions: workbook, Grammar Jammer, Daily Fix-it, word sorts
 - Writing: writing process, journal writing, class story, graphic organizers, cloze activities

Extensions:

- Additional texts
- Centers/work stations
- Advanced/challenging activities

Remediation:

- Intervention groups
- Differentiated instruction groups
- Additional texts

Instructional Methods:

- Modeled, guided, and independent practice
- Hands on active learning (manipulatives)
- Multisensory methods

- Student-to-student interaction (small groups/centers)
- Differentiated instruction

Materials and Resources:

- Teacher Manual- Volume 3
- Manipulatives
- Sound/spelling cards
- Associated big books and “Sing With Me” audio book”
- Scott Foresman website
- Decodable, leveled, and concept readers
- Florida Center for Reading Research website
- Reader’s and Writer’s Notebook
- Step by Step handbooks
- Trade books
- Reading A-Z

Assessments:

- **Formative Assessment:**
 - Teacher observation- anecdotal notes record keeping form
 - Student practice sheets
 - Center work
 - Checklists
 - Intervention logs
 - Running records
 - Fluency check sheets
- **Summative Assessment:**
 - Weekly tests (phonics, comprehension, high frequency words)
 - Unit tests
 - Progress monitoring (DIBELS, word lists)
 - Screening tools (QPS, RGR)
 - Writing rubrics
 - Spelling tests

Curriculum Scope & Sequence

Planned Course: Reading Grade 2

Unit: 5 Responsibility

Time frame: 6 weeks

State Standards: 1.1.3.A,C,D,E,F,G,H; 1.2.3.A; 1.3.3.A,F; 1.4.3.A,B;
1.5.3.A,B,C,F; 1.6.3.A,B,C,D,E

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

- **Phonemic Awareness:**
 - review of Units 1, 2, and 3
- **Phonics:**
 - Suffixes (-ly, -er, -or, -ful)
 - Prefixes (un-, re-, pre-, dis-)
 - Vowel digraphs (oo, ue, ew, ui)
 - Consonant patterns (kn, wr, gn, nb, ph, gh, ck, ng)
 - Vowel patterns (au, aw, augh, al)
- **Fluency:**
 - Read with accuracy
 - Read with appropriate rate and phrasing
 - Use expression and intonation
- **Comprehension:**
 - Sequence
 - Fact/opinion
 - Plot/theme
 - Author's purpose
 - Cause/effect
 - Facts/details
 - Character and setting
 - Main idea/details
- **Vocabulary:**
 - Suffix (-ly)
 - Dictionary skills
 - Classify/categorize
 - Compound words
- **Language Arts:**
 - Conventions: pronouns, single and plural nouns, using I and me, different kinds of pronouns, contractions
 - Writing: narrative, nonfiction, realistic fiction, journal entry, animal fantasy, humorous fiction

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

- **Phonemic Awareness:**
 - Review picture cards
 - Finger segmenting
- **Phonics:**
 - Word sorts
 - Highlighting
 - Spelling sound cards
 - Decodable texts
 - Writers notebook
- **Fluency:**
 - Decodable texts
 - Read aloud
 - Fluency word lists and sentences,
- **Comprehension:**
 - Graphic organizers
 - Read and discuss
 - Highlighting
 - Worksheets
- **Vocabulary:**
 - Word cards
 - Word sorts
 - Worksheets
 - Sing with Me big book
 - Highlighting
- **Language Arts:**
 - Conventions: worksheets, Daily Fix-it, writer's notebook
 - Writing: writing process, journal writing, class story

Extensions:

- Additional texts
- Centers/work stations
- Advanced/challenging activities

Remediation:

- Intervention groups
- Differentiated instruction groups
- Additional texts

Instructional Methods:

- Modeled, guided, and independent practice
- Hands on active learning (manipulatives)
- Multisensory methods
- Student-to-student interaction (small groups/centers)
- Differentiated instruction

Materials and Resources:

- Teacher Manual- Volume 3
- Manipulatives
- Sound/spelling cards
- Associated big books and “Sing With Me” audio book”
- Scott Foresman website
- Decodable, leveled, and concept readers
- Florida Center for Reading Research website
- Reader’s and Writer’s Notebook
- Step by Step handbooks
- Trade books
- Reading A-Z

Assessments:

- **Formative Assessment:**
 - Teacher observation- anecdotal notes record keeping form
 - Student practice sheets
 - Center work
 - Checklists
 - Intervention logs
 - Running records
 - Fluency check sheets
- **Summative Assessment:**
 - Weekly tests (phonics, comprehension, high frequency words)
 - Unit tests
 - Progress monitoring (DIBELS, word lists)
 - Screening tools (QPS, RGR)
 - Writing rubrics
 - Spelling tests

Curriculum Scope & Sequence

Planned Course: Reading Grade 2

Unit: 6 Traditions

Time frame: 6 weeks

State Standards: 1.1.3.A,B,C,D,E,F,G,H; 1.2.3.A; 1.3.3.B,E,F

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

- **Phonemic Awareness:**
 - Review of Units 1, 2, and 3
- **Phonics:**
 - Inflected endings
 - Abbreviations
 - Final syllables (-tion, -ture, -ion)
 - Suffixes (-ness, -less, -able, -ible)
 - Prefixes (mis-, mid-, micro-, non)
- **Fluency:**
 - Read with accuracy
 - Read with appropriate rate and phrasing
 - Use expression and intonation
- **Comprehension:**
 - Author's purpose
 - Compare/contrast
 - Draw conclusions
 - Sequence
 - Facts/details
- **Vocabulary:**
 - Homophones
 - Amazing words
 - Multiple meaning words
 - Words from other languages
 - Unfamiliar words
- **Language Arts:**
 - Conventions: capital letters, quotation marks, prepositions, commas, commas in compound sentences
 - Writing: research report

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

- **Phonemic Awareness:**
 - Blending
 - Segmenting
- **Phonics:**
 - Sound boxes
 - Word sorts
 - Highlighting
 - Letter tiles
 - Segment by word parts
 - Chunking
- **Fluency:**
 - Reread decodable texts
 - Reading speed drills
 - Fluency word lists and sentences
 - Echo/choral reading
- **Comprehension:**
 - Graphic organizers
 - Discussions
 - Think Aloud
 - Story retell
 - Think, pair, share
 - Read aloud
 - Workbooks
 - Underlining/highlighting
- **Vocabulary:**
 - Cloze activity
 - Word sorts
 - Workbook
 - Sing with Me big book
 - Word cards
- **Language Arts:**
 - Conventions: workbook, Grammar Jammer, Daily Fix-it
 - Writing: writing process, class story, graphic organizers

Extensions:

- Additional texts
- Centers/work stations
- Advanced/challenging activities

Remediation:

- Intervention groups
- Differentiated instruction groups
- Additional texts

Instructional Methods:

- Modeled, guided, and independent practice
- Hands on active learning (manipulatives)
- Multisensory methods
- Student-to-student interaction (small groups/centers)
- Differentiated instruction

Materials and Resources:

- Teacher Manual- Volume 3
- Manipulatives
- Sound/spelling cards
- Associated big books and “Sing With Me” audio book”
- Scott Foresman website
- Decodable, leveled, and concept readers
- Florida Center for Reading Research website
- Reader’s and Writer’s Notebook
- Step by Step handbooks
- Trade books
- Reading A-Z

Assessments:

- **Formative Assessment:**
 - Teacher observation- anecdotal notes record keeping form
 - Student practice sheets
 - Center work
 - Checklists
 - Intervention logs
 - Running records
 - Fluency check sheets
- **Summative Assessment:**
 - Weekly tests (phonics, comprehension, high frequency words)
 - Unit tests
 - Progress monitoring (DIBELS, word lists)
 - Screening tools (QPS, RGR)
 - Writing rubrics
 - Spelling tests