

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Being Me

STORY: The Mixed Chameleon

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.1.2 Reading Independently: <i>Students apply a wide range of strategies.</i></p> <p>A. Identify the author's purpose and type, using grade level text.</p> <p>B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.</p> <p>C. Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.</p> <p>D. Demonstrate comprehension/ understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and nonlinguistic representation.</p> <p>E. Demonstrate accuracy and automaticity, in oral reading of grade level text.</p>	<p>Decoding/Phonics</p> <ul style="list-style-type: none"> Phonograms: id, ide <p>Vocabulary</p> <ul style="list-style-type: none"> Story words: dull, exciting, handsome, hardly, sideways, sparkling, spotted <p>Spelling Words</p> <ul style="list-style-type: none"> Hide, slide, ride, wide, pride, bid, kid eyelid, inside, hid, no big, brown, eat, people <p>High Frequency Word</p> <ul style="list-style-type: none"> Big, brown, eat, no people Introduce words from the attached Dolch Word list (Second Grade list) as appropriate to correlate with Independent Readers, decodable Books, as well as, the anthology. <p>Word Study</p> <ul style="list-style-type: none"> Syllables <p>Comprehension</p> <ul style="list-style-type: none"> Main idea Locate information <p>Fluency</p> <ul style="list-style-type: none"> Reread Partner Reading Shared literature Independent Reading 	<p>Teaching Tools</p> <ul style="list-style-type: none"> Teacher's Edition – Volume 2-1 Student anthology Vocabulary flashcards: dull, exciting, handsome, hardly, sideways, sparkling, spotted Audio text 1 Intervention kits Intervention Stations Transparencies: #1-8 Comprehension cards: #1 Harcourt website www.harcourtschool.com www.eharcourt.com <p>Books for All Learners</p> <ul style="list-style-type: none"> Below-Level: Looking for Animals On-Level: Just In Case Advanced: What do I Look Like? ELL: Before and Now <p>Decodable Book #1</p> <ul style="list-style-type: none"> Sid the Salamander Ben and Sid A Pig with Pride Molly Rafferty Rides

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THEME: Being Me

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PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.5.2 Quality of Writing: *Students write clear and focused text to convey a well-defined perspective and appropriate content.*

- A. Write with a **focus**, with an understanding of topic and audience.
- B. Develop content appropriate for the topic.
 - Gather and organize information, incorporating details relevant to the topic
 - Write a series of related sentences or paragraphs with one central idea.
- C. Organize writing in a logical order.
 - Include a recognizable beginning, middle and end.
- D. Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.
- E. Revise writing to improve detail and order by identifying missing information.
- F. Use grade appropriate **conventions of language** when writing and editing.
 - Spell common frequently used words correctly.
 - Use capital letters correctly.
 - Punctuate correctly.
 - Use correct grammar and sentence formation.

Kid Writing/Writer's Craft

- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)

Handwriting

- Zaner Bloser: Manuscript/Introduce cursive
- cursive

Grammar

- Sentences

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PA STANDARDS

CLASSROOM RESOURCES

1.6.2 Speaking and Listening: *Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.*

- A. Listen actively and respond to others in small and large group situations.
 - Respond with grade level appropriate questions, ideas, information, or opinions.
- B. Use appropriate volume, clarity, and gestures in individual or group situations. Deliver an oral report on an assigned topic.

1.7.2 Characteristics and Functions of the English Language: *Students recognize formal and informal language and its use in speech, writing, and literature.*

- A. Recognize formal and informal language used in speech, writing, and literature.

Listening

- Theme Read Aloud
- Sharing Literature from Teacher's Edition
- Author's chair

Speaking

- Author's chair – share writer's craft
- Choral Reading

Grammar

- Sentences

Writer's craft

- Developing ideas and topics

Writing prompts

Kid Writing/Writer's Craft

- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)

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PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.8.2 Research: *Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.*

- A. Generate questions and locate answers about a specific topic.
- B. Conduct **research** on self-selected or assigned topics using **specified** sources.
- C. Share and explain the results of research using visual aids.

1.9.2 Information, Communication, and Technology Literacy: *Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.*

- A. Use media and technology resources for directed and independent learning activities.
- B. Select media sources to locate information.

Research

- Research an animal's habitat
- Introduction to research will be differentiated to student needs at the discretion of the teacher utilizing Harcourt and Cross Curricular topics
- Ancillary resources are used to meet standard 1.8

Computer

- Use word processing software to compose sentences
- Ancillary resources are used to meet standard 1.9
- Introduction to technology will be differentiated to student needs at the discretion of the teacher

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Being Me
Story: Get Up and Go

TIMEFRAME: Based upon the Harcourt Five Day Plan

FOCUS POINT

PA STANDARDS

CLASSROOM RESOURCES

1.1.2 Reading Independently: *Students apply a wide range of strategies.*

- A. Identify the author's purpose and type, using grade level text.
- B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.
- C. Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.
- D. Demonstrate comprehension/understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.
- E. Demonstrate accuracy and automaticity, in oral reading of grade level text.

Decoding/Phonics

- Phonograms: -ame, -ake

Vocabulary

- Story words: **always, homework, minutes, snuggle, treat**

Spelling Words

- games, take, make, name, flame, same, became, brake, snake, mistake, eyelid, slide, line, more, together

High Frequency Words

- get, line, more, stop, together
- Introduce words from the attached **Dolch Word** list (Second Grade list) as appropriate to correlate with Independent Readers, Decodable Books, as well as the anthology.

Word Study

- Phonograms: -ame, -ake

Comprehension

- Locate Information

Fluency

- Reread story
- Reader's Theater

Teaching Tools

- Teacher's Edition – Volume 1
- Student anthology
- Vocabulary flashcards: **always, homework, minutes, snuggle, treat**
- Audio text 1
- Intervention kits
- Intervention Stations
- Transparencies: **# 9-16**
- Comprehension cards: **#2**
- Harcourt website
www.harcourtschool.com
www.eharcourt.com

Books for All Learners

- **Below-Level:** What Time is It?
- **On – Level:** 500 Isabels
- **Advanced:** How Many Carmens?
- **ELL:** Time For Breakfast

Decodable Book # 2

- Trouble with Fame
- Chester's My Name
- Camp Thunder Lake
Make Marvin Move!

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**THEME: Being Me
Story: Get Up and Go**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.2.2 Reading Critically in all Content Areas: <i>Students read, understand, and respond to informational text.</i></p> <ul style="list-style-type: none"> A. Use text organization and content to derive meaning from text using criteria. C. Identify essential and nonessential information within and across a variety of texts. D. Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers. E. Read, understand, and respond to essential content of text in all academic areas. <p>1.3.2 Reading, Analyzing and Interpreting Literature- Fiction and Non-Fiction: <i>Students read and respond to works of literature.</i></p> <ul style="list-style-type: none"> A. Read, understand, and respond to works from various genres of literature. B. Recognize and identify different types of genres such as poetry, drama, and fiction. C. Identify literary elements (characters, setting, and plot) in selected readings. 	<p>Comprehension</p> <ul style="list-style-type: none"> • Locate information • Math application (addition) for story • Connect to leveled reader text <p>Genre</p> <ul style="list-style-type: none"> • Informational book. 	<p>Additional Resources</p> <ul style="list-style-type: none"> • Practice Book • Spelling Practice Book • Language Handbook <p>Assessment</p> <ul style="list-style-type: none"> • End of selection test <p>CD-ROM</p> <ul style="list-style-type: none"> • Mission Comprehension • Media Literacy and Communication • Grammar Jingles • Writing Express • Reading and Language Skills <p>Cross Curricular Integration</p> <ul style="list-style-type: none"> • Science: "Taking Care" Mobile • Social Studies: Morning Rules, My time line, Create a chart to compare how things are done • Math: Timed Events, Use manipulatives, How many minutes? • Writing: Morning rhymes, Write a comparison chart

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FOCUS POINT

PA STANDARDS

CLASSROOM RESOURCES

1.4.2 Types of Writing: *Students write for different purposes and audiences.*

- A. Write organized detailed descriptive poems and stories that include **literary elements**.
- B. Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).

1.5.2 Quality of Writing: *Students write clear and focused text to convey a well-defined perspective and appropriate content.*

- A. Write with a **focus**, with an understanding of topic and audience.
- B. Develop content appropriate for the topic.
 - Gather and organize information, incorporating details relevant to the topic
 - Write a series of related sentences or paragraphs with one central idea.
- C. Organize writing in a logical order.
 - Include a recognizable beginning, middle and end.
- D. Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.
- E. Revise writing to improve detail and order by identifying missing information.

Writer's Craft

- Adding Details

Kid Writing/Writer's Craft

- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)

Handwriting

- Zaner Bloser: Manuscript/Introduce cursive

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Story: Get Up and Go**

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PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>F. Use grade appropriate conventions of language when writing and editing.</p> <ul style="list-style-type: none"> • Spell common frequently used words correctly. • Use capital letters correct • Punctuate correctly. • Use correct grammar and sentence formation. <p>1.6.2 Speaking and Listening: <i>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</i></p> <p>A. Listen actively and respond to others in small and large group situations.</p> <ul style="list-style-type: none"> • Respond with grade level appropriate questions, ideas, information, or opinions. <p>B. Use appropriate volume, clarity, and gestures in individual or group situations. Deliver an oral report on an assigned topic.</p> <p>1.7.2 Characteristics and Functions of the English Language: <i>Students recognize formal and informal language and its use in speech, writing, and literature.</i></p> <p>A. Recognize formal and informal language used in speech, writing, and literature.</p>	<p>Grammar</p> <ul style="list-style-type: none"> • Statements and Questions <p>Listening</p> <ul style="list-style-type: none"> • Theme Read Aloud • Sharing literature from Teacher's Edition • Author's Chair <p>Speaking</p> <ul style="list-style-type: none"> • Reader's Theater • Author's chair <p>Grammar</p> <ul style="list-style-type: none"> • Statements and Questions <p>Writer's Craft</p> <ul style="list-style-type: none"> • Adding details <p>Writing Prompts</p> <p>Kid Writing/Writer's Craft</p> <ul style="list-style-type: none"> • Prewrite and draft • Revise and reflect • Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) 	

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Being Me
Story: Get Up and Go

TIMEFRAME: Based upon the Harcourt Five Day Plan

FOCUS POINT

PA STANDARDS

CLASSROOM RESOURCES

1.8.2 Research: *Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.*

- A. Generate questions and locate answers about a specific topic.
- B. Conduct **research** on self-selected or assigned topics using **specified** sources.
- C. Share and explain the results of research using visual aids.

1.9.2 Information, Communication, and Technology Literacy: *Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.*

- A. Use media and technology resources for directed and independent learning activities.
- B. Select media sources to locate information.

- Introduction to research will be differentiated to student needs at the discretion of the teacher utilizing Harcourt and Cross Curricular topics
- Ancillary resources are used to meet standard 1.8

Computer

- Use word processing software to compose sentences.
- Use the program's cut and paste option to put the events in chronological order
- Ancillary resources are used to meet standard 1.9
- Introduction to technology will be differentiated to student needs at the discretion of the teacher

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Being Me

Story: Henry and Mudge Under the Yellow Moon

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

1.1.2 Reading Independently: *Students apply a wide range of strategies.*

- A. Identify the author's purpose and type using grade level text.
- B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.
- C. Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.
- D. Demonstrate comprehension/understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.
- E. Demonstrate accuracy and automaticity, in oral reading of grade level text.

FOCUS POINT

Decoding/Phonics

- Inflections: - ed

Vocabulary

- Story words: **chipmunks, picked, sniffing, south, woods**

Spelling Words

- barked, licked, backed, thanked, painted, opened, mailed, remarked, checked, finished, mistake, became, about, few, same

High Frequency words

- about, boy, fall, few, same
- Introduce words from the attached **Dolch Word** list (Second Grade list) as appropriate to correlate with Independent Readers, Decodable Books, as well as the anthology.

Word Study

- Inflections ed

Comprehension

- Locate information

Narrative Elements

- Setting

CLASSROOM RESOURCES

Teaching Tools

- Teacher's Edition – Volume
- Student anthology
- Vocabulary flashcards: **chipmunks, picked, sniffing, south, woods**
- Audio text 1
- Intervention kits
- Intervention Stations
- Transparencies: # **16 - 22**
- Comprehension cards: # **3**
- Harcourt website
www.harcourtschool.com
www.eharcourt.com

Books for All Learners

- **Below-Level:** Chipmunks Do What Chipmunks Do
- **On – Level:** How The Leaves Got Their Colors
- **Advanced:** Annie's Pictures
- **ELL:** Fall Colors

Additional Resources

- Practice book
- Spelling Practice Book
- Language Handbook

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Being Me

Story: Henry and Mudge Under the Yellow Moon

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.2.2 Reading Critically in all Content Areas: <i>Students read, understand, and respond to informational text.</i></p> <ul style="list-style-type: none"> A. Use text organization and content to derive meaning from text using criteria. C. Identify essential and nonessential information within and across a variety of texts. D. Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers. E. Read, understand, and respond to essential content of text in all academic areas. <p>1.3.2 Reading, Analyzing and Interpreting Literature- Fiction and Non-Fiction: <i>Students read and respond to works of literature.</i></p> <ul style="list-style-type: none"> A. Read, understand, and respond to works from various genres of literature. B. Recognize and identify different types of genres such as poetry, drama, and fiction. C. Identify literary elements (characters, setting, and plot) in selected readings. 	<p>Fluency</p> <ul style="list-style-type: none"> • Reread story • Partner Reading • Shared literature • Independent Reading <p>Comprehension</p> <ul style="list-style-type: none"> • Locate information • Connect to leveled reader text <p>Genre</p> <ul style="list-style-type: none"> • Realistic fiction <p>Narrative Elements</p> <ul style="list-style-type: none"> • Setting 	<p>Assessment</p> <ul style="list-style-type: none"> • End of selection test <p>CD-ROM</p> <ul style="list-style-type: none"> • Mission Comprehension • Media Literacy and Communication • Grammar Jingles • Writing Express • Reading and Language Skills <p>Cross Curricular Integration</p> <ul style="list-style-type: none"> • Science: Leaf sort, Bird migration, Life cycle of dogs • Social Studies: Pet care, Giving thanks • Literacy Center: Listening for Autumn • Writing: Write a paragraph to compare and contrast

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PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.4.2 Types of Writing: *Students write for different purposes and audiences.*

- A. Write organized detailed descriptive poems and stories that include **literary elements**.
- B. Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).

1.5.2 Quality of Writing: *Students write clear and focused text to convey a well-defined perspective and appropriate content.*

- A. Write with a **focus**, with an understanding of topic and audience.
Develop content appropriate for the topic.
 - Gather and organize information, incorporating details relevant to the topic
 - Write a series of related sentences or paragraphs with one central idea.Organize writing in a logical order.
 - Include a recognizable beginning, middle and end.
- D. Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.
- E. Revise writing to improve detail and order by identifying missing information.
- F. Use grade appropriate **conventions of language** when writing and editing.

Writer's Craft

- Paragraph: topic sentence and details

Kid Writing/Writer's Craft

- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)

Handwriting

- Zaner Bloser: Manuscript/Introduce cursive

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Being Me

Story: Henry and Mudge Under the Yellow Moon

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<ul style="list-style-type: none"> • Spell common frequently use words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation. <p>1.6.2 Speaking and Listening: <i>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</i></p> <p>A. Listen actively and respond to others in small and large group situations.</p> <ul style="list-style-type: none"> • Respond with grade level appropriate questions, ideas, information, or opinions. <p>B. Use appropriate volume, clarity, and gestures in individual or group situations. Deliver an oral report on an assigned topic.</p> <p>1.7.2 Characteristics and Functions of the English Language: <i>Students recognize formal and informal language and its use in speech, writing, and literature.</i></p> <p>A. Recognize formal and informal language used in speech, writing, and literature.</p>	<p>Grammar</p> <ul style="list-style-type: none"> • Commands and exclamations <p>Listening</p> <ul style="list-style-type: none"> • Theme Read Aloud • Sharing literature from teacher's edition • Author's chair <p>Speaking</p> <ul style="list-style-type: none"> • Author's chair • Invented conservation <p>Grammar</p> <ul style="list-style-type: none"> • Commands and exclamations <p>Writer's Craft</p> <ul style="list-style-type: none"> • Paragraph <p>Writing prompts</p> <p>Kid Writing/Writer's Craft</p> <ul style="list-style-type: none"> • Prewrite and draft • Revise and reflect • Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) 	

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READING – GRADE 2
SCOPE & SEQUENCE

THEME: Being Me

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TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.8.2 Research: *Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.*

- A. Generate questions and locate answers about a specific topic.
- B. Conduct **research** on self-selected or assigned topics using **specified** sources.
- C. Share and explain the results of research using visual aids.

- Introduction to research will be differentiated to student needs at the discretion of the teacher utilizing Harcourt and Cross Curricular topics
- Ancillary resources are used to meet standard 1.8

1.9.2 Information, Communication, and Technology Literacy: *Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.*

- A. Use media and technology resources for directed and independent learning activities.
- B. Select media sources to locate information.

Computer

- Use paint software to make idea web of fall activities
- Ancillary resources are used to meet standard 1.9
- Introduction to technology will be differentiated to student needs at the discretion of the teacher

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Being Me

Story: Days with Frog and Toad

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

1.1.2 Reading Independently: *Students apply a wide range of strategies.*

- A. Identify the author's purpose and type, using grade level text.
- B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.
- C. Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.
- D. Demonstrate comprehension/ understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.
- E. Demonstrate accuracy and automaticity, in oral reading of grade level text.

FOCUS POINT

Decoding/Phonics

- Inflections: –ed (y to i)

Vocabulary

- Story words: **alone, cheer, fine, meadow, reason, spoiled**

Spelling Words

- cried, hurried, replied, fried, tried, worried, carried, copied, married, studied, remarked, finished, alone, river, think

High Frequency Words

- alone, home, right, river, think
- Introduce words from the attached **Dolch Word** list (Second Grade list) as appropriate to correlate with Independent Readers, Decodable Books, as well as the anthology.

Word Study

- Syllable Pattern: endings

Comprehension

- Compare Contrast
- Create Mental Images

CLASSROOM RESOURCES

Teaching Tools

- Teacher's Edition – Volume 1
- Student anthology
- Vocabulary flashcards: **alone, cheer, fine, meadow, reason, spoiled**
- Audio text 1
- Intervention kits
- Intervention Stations
- Transparencies: **# 23-29**
- Comprehension cards: **#4**
- Harcourt website
www.harcourtschool.com
www.eharcourt.com

Books for All Learners

- **Below-Level:** Alone Time, Together Time
- **On – Level:** The Dog and his Shadow
- **Advanced:** Frog or Toad?
- **ELL:** Han and Juan are Friends

Additional Resources

- Practice book
- Spelling Practice Book
- Language Handbook

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Being Me

Story: Days with Frog and Toad

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.2.2 Reading Critically in all Content Areas: <i>Students read, understand, and respond to informational text.</i></p> <ul style="list-style-type: none"> A. Use text organization and content to derive meaning from text using criteria. B. Differentiate fact from opinion within a text. C. Identify essential and nonessential information within and across a variety of texts. D. Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers. E. Read, understand, and respond to essential content of text in all academic areas. <p>1.3.2 Reading, Analyzing and Interpreting Literature- Fiction and Non-Fiction: <i>Students read and respond to works of literature.</i></p> <ul style="list-style-type: none"> A. Read, understand, and respond to works from various genres of literature. B. Recognize and identify different types of genres such as poetry, drama, and fiction C. Identify literary elements (characters, setting, and plot) in selected readings. 	<p>Fluency</p> <ul style="list-style-type: none"> • Reread Story • Partner Reading • Shared literature • Independent Reading <p>Comprehension</p> <ul style="list-style-type: none"> • Compare and Contrast • Connect to leveled reader text <p>Genre</p> <ul style="list-style-type: none"> • Fiction 	<p>Assessment</p> <ul style="list-style-type: none"> • End of selection test <p>CD-ROM</p> <ul style="list-style-type: none"> • Mission Comprehension • Media Literacy and Communication • Grammar Jingles • Writing Express • Reading and Language Skills <p>Cross Curricular Integration</p> <ul style="list-style-type: none"> • Science: Frog and toad fact poster, Turtles, Create a poster showing a frog's life cycle • Social Studies: Glossary of land terms, Marie Curie • Math: • Writing: Friendly notes, Create a new ending • Health: Create a picture menu of healthy foods

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TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.4.2 Types of Writing: <i>Students write for different purposes and audiences.</i></p> <p>B. Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).</p> <p>1.5.2 Quality of Writing: <i>Students write clear and focused text to convey a well-defined perspective and appropriate content.</i></p> <p>A. Write with a focus, with an understanding of topic and audience.</p> <p>B. Develop content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather and organize information, incorporating details relevant to the topic • Write a series of related sentences or paragraphs with one central idea. <p>C. Organize writing in a logical order.</p> <ul style="list-style-type: none"> • Include a recognizable beginning, middle and end. <p>D. Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.</p> <p>E. Revise writing to improve detail and order by identifying missing information.</p> <p>F. Use grade appropriate conventions of language when writing and editing.</p> <ul style="list-style-type: none"> • Spell common frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation. 	<p>Writer’s Craft</p> <ul style="list-style-type: none"> • Friendly Letter <p>Kid Writing/Writer’s Craft</p> <ul style="list-style-type: none"> • Prewrite and draft • Revise and reflect • Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) <p>Handwriting</p> <ul style="list-style-type: none"> • Zaner Bloser: Manuscript/Introduce cursive <p>Grammar</p> <ul style="list-style-type: none"> • Naming Parts of Sentences 	

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Being Me

Story: Days with Frog and Toad

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.8.2 Research: *Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.*

- A. Generate questions and locate answers about a specific topic.
- B. Conduct **research** on self-selected or assigned topics using **specified** sources.
- C. Share and explain the results of research using visual aids.

- Introduction to research will be differentiated to student needs at the discretion of the teacher utilizing Harcourt and Cross Curricular topics
- Ancillary resources are used to meet standard 1.8

1.9.2 Information, Communication, and Technology Literacy: *Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.*

- A. Use media and technology resources for directed and independent learning activities.
- B. Select media sources to locate information.

Computer

- Use the Internet or CD-ROM encyclopedia to learn more about frogs and toads
- Ancillary resources are used to meet standard 1.9
- Introduction to technology will be differentiated to student needs at the discretion of the teacher

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Being Me
Story: Wilson Sat Alone**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

1.1.2 Reading Independently: *Students apply a wide range of strategies.*

- A. Identify the author's purpose and type, using grade level text.
- B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.
- C. Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.
- D. Demonstrate comprehension/understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.
- E. Demonstrate accuracy and automaticity, in oral reading of grade level text.

FOCUS POINT

Decoding/Phonics

- Phonograms: -at, -ate

Vocabulary

- Story words: **amazing, clustered, gathered, raced, wandered**

Spelling Words

- Sat, ate acrobat, flat, that, fat, gate, appreciate, create, state, worried, studied, children, each, girl

High Frequency Words

- ball, children, each, girl, name
- Introduce words from the attached **Dolch Word** list (Second Grade list) as appropriate to correlate with Independent Readers, Decodable Books, as well as the anthology.

Word Study

- Syllable Pattern: compound words

Comprehension

- Make and confirm predictions

Narrative Elements

- Characters' feelings and actions

CLASSROOM RESOURCES

Teaching Tools

- Teacher's Edition – Volume 1
- Student anthology
- Vocabulary flashcards: **amazing, clustered, gathered, raced, wandered**
- Audio text 1
- Intervention kits
- Intervention Stations
- Transparencies: **# 30-34**
- Comprehension cards: **# 5**
- Harcourt website
www.harcourtschool.com
www.eharcourt.com

Books for All Learners

- **Below-Level:** Jenny's Wish
- **On – Level:** Yes You Can, Kerry
- **Advanced:** Letters From Lila
- **ELL:** Show and Tell

Decodable Book # 3

- Listen to That
- Natalie's Case
- Ice Hockey Fate
- Kate's Dream

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Being Me
Story: Wilson Sat Alone**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.2.2 Reading Critically in all Content Areas: <i>Students read, understand, and respond to informational text.</i></p> <ul style="list-style-type: none"> A. Use text organization and content to derive meaning from text using criteria. C. Identify essential and nonessential information within and across a variety of texts. D. Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers. <p>1.3.2 Reading, Analyzing and Interpreting Literature- Fiction and Non-Fiction: <i>Students read and respond to works of literature.</i></p> <ul style="list-style-type: none"> A. Read, understand, and respond to works from various genres of literature. B. Recognize and identify different types of genres such as poetry, drama, and fiction. C. Identify literary elements (characters, setting, and plot) in selected readings. 	<p>Fluency</p> <ul style="list-style-type: none"> • Reread • Reader's Theater • Partner Reading • Shared literature • Independent Reading <p>Comprehension</p> <ul style="list-style-type: none"> • Make and Confirm Predictions • Connect to leveled reader text <p>Genre</p> <ul style="list-style-type: none"> • Realistic Fiction 	<p>Additional Resources</p> <ul style="list-style-type: none"> • Practice Book • Spelling Practice Book • Language Handbook <p>Library Books Collection</p> <ul style="list-style-type: none"> • Who's Who in my Family by Loreen Leedy <p>Assessment</p> <ul style="list-style-type: none"> • End of selection test <p>CD-ROM</p> <ul style="list-style-type: none"> • Mission Comprehension • Media Literacy and Communication • Grammar Jingles • Writing Express • Reading and Language Skills <p>Cross Curricular Integration</p> <ul style="list-style-type: none"> • Science: Season Circle, Snow, Pushing and pulling • Social Studies: Sending messages, Good citizenship • Math: Story Problems • Literacy Center: Record friendship poems • Writing: Write a letter

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Being Me
Story: Wilson Sat Alone**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.4.2 Types of Writing: *Students write for different purposes and audiences.*

- A. Write organized detailed descriptive poems and stories that include **literary elements**.
- B. Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).

1.5.2 Quality of Writing: *Students write clear and focused text to convey a well-defined perspective and appropriate content.*

- A. Write with a **focus**, with an understanding of topic and audience.
- B. Develop content appropriate for the topic.
 - Gather and organize information, incorporating details relevant to the topic
 - Write a series of related sentences or paragraphs with one central idea.
- C. Organize writing in a logical order.
 - Include a recognizable beginning, middle and end.
- D. Write using a variety of sentence structures, adjectives, precise nouns, and action verbs
- E. Revise writing to improve detail and order by identifying missing information.
- F. Use grade appropriate **conventions of language** when writing and editing.
 - Spell common frequently used words correctly.
 - Use capital letters correctly.
 - Punctuate correctly.
 - Use correct grammar and sentence formation.

Writer's Craft

- Journal entry
- Interview
- Lists
- Picture book
- Thank-You note

Kid Writing/Writer's Craft

- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)

Handwriting

- Zaner Bloser: Manuscript/Introduce cursive

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Being Me
Story: Wilson Sat Alone

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.6.2 Speaking and Listening: *Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.*

- A. Listen actively and respond to others in small and large group situations.
 - Respond with grade level appropriate questions, ideas, information, or opinions.
- B. Use appropriate volume, clarity, and gestures in individual or group situations. Deliver an oral report on an assigned topic.

1.7.2 Characteristics and Functions of the English Language: *Students recognize formal and informal language and its use in speech, writing, and literature.*

- A. Recognize formal and informal language used in speech, writing, and literature.

Listening

- Theme Read Aloud
- Sharing literature from teacher's edition
- Author's chair

Speaking

- Reader's Theater
- Retelling
- Author's chair

Grammar

- Telling Parts of Sentences

Writer's craft

- Thank you note

Writing prompts

Kid Writing/Writer's Craft

- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Being Me
Story: Wilson Sat Alone

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.8.2 Research: *Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.*

- A. Generate questions and locate answers about a specific topic.
- B. Conduct **research** on self-selected or assigned topics using **specified** sources.
- C. Share and explain the results of research using visual aids.

- Introduction to research will be differentiated to student needs at the discretion of the teacher utilizing Harcourt and Cross Curricular topics
- Ancillary resources are used to meet standard 1.8

1.9.2 Information, Communication, and Technology Literacy: *Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.*

- A. Use media and technology resources for directed and independent learning activities.
- B. Select media sources to locate information.

Computer

- Art on the Internet
- Ancillary resources are used to meet standard 1.9
- Introduction to technology will be differentiated to student needs at the discretion of the teacher

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Helping Hands

Story: The Enormous Turnip

TIMEFRAME: Based upon the Harcourt Five Day Plan

FOCUS POINT

PA STANDARDS

1.1.2 Reading Independently: *Students apply a wide range of strategies.*

- A. Identify the author's purpose and type, using grade level text.
- B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.
- C. Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.
- D. Demonstrate comprehension/understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.
- E. Demonstrate accuracy and automaticity, in oral reading of grade level text.

Decoding/Phonics

- Phonograms: -ack, -ock

Vocabulary

- Story words: **enormous, grew, planted granddaughter, strong, turnip**

Spelling Words

- black, pack, crack, snack, horseback, lock, rocket, flock, shock, clock, appreciate, acrobat

High Frequency Word

- black, grow, last, man, mouse
- Introduce words from the attached **Dolch Word** list (Second Grade list) as appropriate to correlate with Independent Readers, Decodable Books, as well as the anthology.

Word Study

- Syllable Pattern: VCCV
- Review Phonograms: -at, -ate
- Explore Antonyms
- Alphabetical Order

Comprehension

- Sequence
- Sequence Events/Summarize
- Retelling

Narrative Elements

- Characters, Setting, Plot Problem/Solution

CLASSROOM RESOURCES

Teaching Tools

- Teacher's Edition – Volume 2-1
- Student anthology
- Vocabulary flashcards: **enormous, granddaughter, grew, planted, strong, turnip**
- Big Book of Rhymes: “ **What's For Lunch**”
- Audio text 1
- Intervention kits
- Intervention Stations
- Transparencies: # **35- 42**
- Comprehension cards: # **6**
- Harcourt website
www.harcourtschool.com
www.eharcourt.com

Books for All Learners

- **Below-Level:** “Jill and Giant”
- **On – Level:** “ My Enormous Turnip”
- **Advanced:** “ The Caterpillar and the Cave”
- **ELL:** “ The New Hamster”

Decodable Book # 4

- Frog with Tacky Toes
- Zack, Mack, & Gilbert
- Mary's Flock
- Fancy Socks

Additional Resources

- Practice Book
- Spelling Practice Book
- Language Handbook

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Helping Hands
Story: The Enormous Turnip**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.3.2 Reading, Analyzing and Interpreting Literature- Fiction and Non-Fiction: <i>Students read and respond to works of literature.</i></p> <p>A. Read, understand, and respond to works from various genres of literature.</p> <p>B. Recognize and identify different types of genres such as poetry, drama, and fiction.</p> <p>C. Identify literary elements (characters, setting, and plot) in selected readings.</p> <p>1.4.2 Types of Writing: <i>Students write for different purposes and audiences.</i></p> <p>A. Write organized detailed descriptive poems and stories that include literary elements.</p> <p>B. Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).</p>	<p>Genre</p> <ul style="list-style-type: none"> • Folktale <p>Comprehension</p> <ul style="list-style-type: none"> • Sequence • Summarize • Retelling • Connect to leveled reader <p>Narrative elements</p> <ul style="list-style-type: none"> • Characters, Setting, Plot, Problem/Solution <p>Writer's Craft</p> <ul style="list-style-type: none"> • Voice-Writing Dialogue • Journal Writing 	<p>Library Books Collection</p> <ul style="list-style-type: none"> • The Rooster Who Went to His Uncle's Wedding by Alma Flor Ada <p>Assessment</p> <ul style="list-style-type: none"> • End of selection test <p>CD-ROM</p> <ul style="list-style-type: none"> • Mission Comprehension • Media Literacy and Communication • Grammar Jingles • Writing Express • Reading and Language Skills • Phonics Express <p>Cross Curricular Integration</p> <ul style="list-style-type: none"> • Science: Growing plants, Growth of a plant • Social Studies: Create a collage of community helpers, George Washington Carver • Math: • Writing: Write about helping, Write instructions • Drama: Write and perform skits in pairs

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Helping Hands

Story: The Enormous Turnip

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.5.2 Quality of Writing: *Students write clear and focused text to convey a well-defined perspective and appropriate content.*

- A. Write with a **focus**, with an understanding of topic and audience.
- B. Develop content appropriate for the topic.
 - Gather and organize information, incorporating details relevant to the topic
 - Write a series of related sentences or paragraphs with one central idea.
- C. Organize writing in a logical order.
 - Include a recognizable beginning, middle and end.
- D. Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.
- E. Revise writing to improve detail and order by identifying missing information.
- F. Use grade appropriate **conventions of language** when writing and editing.
 - Spell common frequently used words correctly.
 - Use capital letters correctly.
 - Punctuate correctly.
 - Use correct grammar and sentence formation.

Kid Writing/Writer's Craft

- Analyze Dialogue
- Focus on Quotations Marks
- Focus on Voice
- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)

Handwriting

- Zaner Bloser: Manuscript/Introduce cursive

Grammar

- Introduce Nouns

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Helping Hands

Story: The Enormous Turnip

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.8.2 Research: *Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.*

- A. Generate questions and locate answers about a specific topic.
- B. Conduct **research** on self-selected or assigned topics using **specified** sources.
- C. Share and explain the results of research using visual aids.

- Introduction to research will be differentiated to student needs at the discretion of the teacher utilizing Harcourt and Cross Curricular topics
- Ancillary resources are used to meet standard 1.8

1.9.2 Information, Communication, and Technology Literacy: *Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.*

- A. Use media and technology resources for directed and independent learning activities.
- B. Select media sources to locate information.

Computer

- Use clip art to illustrate the paragraphs created in the writing center
- Ancillary resources are used to meet standard 1.9
- Introduction to technology will be differentiated to student needs at the discretion of the teacher

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Helping Hands
Story: Helping Out**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

1.1.2 Reading Independently: *Students apply a wide range of strategies.*

- A. Identify the author's purpose and type, using grade level text.
- B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.
- C. Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.
- D. Demonstrate comprehension/ understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.
- E. Demonstrate accuracy and automaticity, in oral reading of grade level text.

Decoding/Phonics

- R-controlled vowels: /ûr/ear

Vocabulary

- Story words: **alongside, chores, engine, simple, sprout, tool**

Spelling Words

- learn, earnest, earth, heard, search, pearl, rehearse, earn, yearn, research, horseback, rocket, early, pretty, someone

High Frequency Word

- after, hot, pretty, early, someone
- Introduce words from the attached **Dolch Word** list (Second Grade list) as appropriate to correlate with Independent Readers, Decodable Books, as well as the anthology.

Word Study

- Decoding phonics
- Alphabetical Order
- Review phonograms: -ack, -ock
- Syllable Patterns: Word endings
- Classify

Comprehension

- Main Idea
- Decoding phonics
- Retelling

CLASSROOM RESOURCES

Teaching Tools

- Teacher's Edition – Volume 2-1
- Student anthology
- Vocabulary flashcards: **alongside, chores, engine, simple, sprout, tool**
- Big Book of Rhymes: " Sunrise"
- Audio text 1
- Intervention kits
- Intervention Stations
- Transparencies: **# 43- 49**
- Comprehension cards: **# 7**
- Harcourt website
www.harcourtschool.com
www.eharcourt.com

Books for All Learners

- **Below-Level:** Help
- **On – Level:** Let's Make a Pie
- **Advanced:** Helping Dogs
- **ELL:** Family Pictures

Decodable Book # 5

- Search for Pearls
- Early Birds

Additional Resources

- Practice Book
- Spelling Practice Book
- Language Handbook

Library Books Collection

- Amelia Bedelia Helps Out by Peggy Parish

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Helping Hands
Story: Helping Out**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.2.2 Reading Critically in all Content Areas: <i>Students read, understand, and respond to informational text.</i></p> <p>D. Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers.</p> <p>E. Read, understand, and respond to essential content of text in all academic areas.</p> <p>1.3.2 Reading, Analyzing and Interpreting Literature- Fiction and Non-Fiction: <i>Students read and respond to works of literature.</i></p> <p>A. Read, understand, and respond to works from various genres of literature.</p> <p>B. Recognize and identify different types of genres such as poetry, drama, and fiction.</p> <p>C. Identify literary elements (characters, setting, and plot) in selected readings.</p>	<p>Comprehension</p> <ul style="list-style-type: none"> • Main Idea • Decoding phonics • Retelling <p>Fluency</p> <ul style="list-style-type: none"> • Act It Out • Talk about Jobs • Partner Reading • Reading favorite part aloud • Read with inflection • Independent reading <p>Reading Across Texts</p> <ul style="list-style-type: none"> • Comparing Photo Essay to Poetry • Connect to leveled reader text <p>Genre</p> <ul style="list-style-type: none"> • Nonfiction: Photo Essay/Social Studies <p>Comprehension</p> <ul style="list-style-type: none"> • Main Idea • Decoding Phonics • Retelling • Connect to leveled readers 	<p>Assessment</p> <ul style="list-style-type: none"> • End of selection test <p>CD-ROM</p> <ul style="list-style-type: none"> • Mission Comprehension • Media Literacy and Communication • Grammar Jingles • Writing Express • Reading and Language Skills • Phonics Express <p>Cross Curricular Integration</p> <ul style="list-style-type: none"> • Science: Pushes and pulls, Hygiene, Helping the environment • Social Studies: Great Helpers: research about people who made accomplishments • Math: Money • Writing: How to do a chore, Helping someone • Computer: Typing about researched helpers • Drama: Role Play

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Helping Hands
Story: Helping Out**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.4.2 Types of Writing: <i>Students write for different purposes and audiences.</i></p> <p>A. Write organized detailed descriptive poems and stories that include literary elements.</p> <p>B. Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).</p> <p>1.5.2 Quality of Writing: <i>Students write clear and focused text to convey a well-defined perspective and appropriate content.</i></p> <p>A. Write with a focus, with an understanding of topic and audience.</p> <p>B. Develop content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather and organize information, incorporating details relevant to the topic. • Write a series of related sentences or paragraphs with one central idea. <p>C. Organize writing in a logical order.</p> <ul style="list-style-type: none"> • Include a recognizable beginning, middle and end <p>D. Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.</p> <p>E. Revise writing to improve detail and order by identifying missing information.</p> <p>F. Use grade appropriate conventions of language when writing and editing.</p>	<p>Writer's Craft</p> <ul style="list-style-type: none"> • Word Choice: Using Colorful Words • Journal Writing <p>Kid Writing/Writer's Craft</p> <ul style="list-style-type: none"> • Analyze a Personal Story • Focus on Colorful Words • Prewrite and draft • Revise and reflect • Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) <p>Handwriting</p> <ul style="list-style-type: none"> • Zaner Bloser: Manuscript/Introduce cursive 	

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Helping Hands
Story: Helping Out**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<ul style="list-style-type: none"> • Spell common frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation. <p>1.6.2 Speaking and Listening: <i>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</i></p> <p>A. Listen actively and respond to others in small and large group situations.</p> <ul style="list-style-type: none"> • Respond with grade level appropriate questions, ideas, information, or opinions. <p>B. Use appropriate volume, clarity, and gestures in individual or group situations. Deliver an oral report on an assigned topic.</p> <p>1.7.2 Characteristics and Functions of the English Language: <i>Students recognize formal and informal language and its use in speech, writing, and literature.</i></p> <p>A. Recognize formal and informal language used in speech, writing, and literature.</p>	<p>Grammar</p> <ul style="list-style-type: none"> • Plural Nouns <p>Listening</p> <ul style="list-style-type: none"> • Read-Aloud Anthology • Shared literature • Author's chair <p>Speaking</p> <ul style="list-style-type: none"> • Act It Out • Use Author's Chair • Choral Reading <p>Grammar</p> <ul style="list-style-type: none"> • Plural nouns <p>Writer's craft</p> <ul style="list-style-type: none"> • Colorful words <p>Writing prompts</p> <p>Kid Writing/Writer's Craft</p> <ul style="list-style-type: none"> • Prewrite and draft • Revise and reflect • Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) 	

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Helping Hands
Story: Helping Out

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.8.2 Research: *Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.*

- A. Generate questions and locate answers about a specific topic.
- B. Conduct **research** on self-selected or assigned topics using **specified** sources.
- C. Share and explain the results of research using visual aids.

1.9.2 Information, Communication, and Technology Literacy: *Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.*

- A. Use media and technology resources for directed and independent learning activities.
- B. Select media sources to locate information.

- Introduction to research will be differentiated to student needs at the discretion of the teacher utilizing Harcourt and Cross Curricular topics
- Ancillary resources are used to meet standard 1.8

Computer

- Use a word processing program to type and print "great helper" notes
- Ancillary resources are used to meet standard 1.9
- Introduction to technology will be differentiated to student needs at the discretion of the teacher

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Helping Hands

Story: Mr. Putter and Tabby Fly the Plane

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

1.1.2 Reading Independently: *Students apply a wide range of strategies.*

- A. Identify the author's purpose and type, using grade level text.
- B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.
- C. Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.
- D. Demonstrate comprehension/ understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.
- E. Demonstrate accuracy and automaticity, in oral reading of grade level text.

FOCUS POINT

Decoding/Phonics

- R-controlled vowels: /ûr/ ear

Vocabulary

- Story words: **cranes, directions, promise, twitch, worry**

Spelling Words

- Mr., Mrs., Dr., Jan., Aug., Dec., Tues., Wed., Sun., St., rehearse, search, before, blue, room

High Frequency Word

- Blue, room, before, ever, jump
- Introduce words from the attached **Dolch Word** list (Second Grade list) as appropriate to correlate with Independent Readers, Decodable Books, as well as the anthology.

Word Study

- Common Abbreviations
- Alphabetical Order
- Review: r-Controlled Vowels – ear
- Multiple meaning words

Comprehension

- Predict Outcomes
- Look at Word Bits and Parts
- Retelling

Narrative Elements

- Characters, Setting, Plot, Problem/Solution

CLASSROOM RESOURCES

Teaching Tools

- Teacher's Edition – Volume 2-1
- Student anthology
- Vocabulary flashcards: **cranes, directions, promise, twitch, worry**
- Big Book of Rhymes:
- Audio text 1
- Intervention kits
- Intervention Stations
- Transparencies: **# 50 -56**
- Comprehension cards: **# 8**
- Harcourt website
www.harcourtschool.com
www.eharcourt.com

Books for All Learners

- **Below-Level:** Fly Lady Bug Fly
- **On – Level:** What Children Play
- **Advanced:** How to Make Airplanes
- **ELL:** No Problem

Additional Resources

- Practice Book
- Spelling Practice Book
- Language Handbook

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Helping Hands

Story: Mr. Putter and Tabby Fly the Plane

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.2.2 Reading Critically in all Content Areas: <i>Students read, understand, and respond to informational text.</i></p> <p>D. Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers.</p> <p>E. Read, understand, and respond to essential content of text in all academic areas.</p> <p>1.3.2 Reading, Analyzing and Interpreting Literature- Fiction and Non-Fiction: <i>Students read and respond to works of literature.</i></p> <p>A. Read, understand, and respond to works from various genres of literature.</p> <p>B. Recognize and identify different types of genres such as poetry, drama, and fiction.</p> <p>C. Identify literary elements (characters, setting, and plot) in selected readings.</p>	<p>Narrative Elements</p> <ul style="list-style-type: none"> • Characters, Setting, Plot, Problem/Solution <p>Fluency</p> <ul style="list-style-type: none"> • Choral Reading • Partner Reading • Independent Reading • Readers Theatre <p>Reading Across Texts</p> <ul style="list-style-type: none"> • Comparing Realistic Fiction to Magazine Article • Connect to leveled reader text <p>Genre</p> <ul style="list-style-type: none"> • Realistic Fiction/Social Studies <p>Comprehension</p> <ul style="list-style-type: none"> • Predict Outcomes • Look at Word Bits and Parts • Retelling • Connect to leveled readers <p>Narrative elements</p> <ul style="list-style-type: none"> • Characters, Setting, Plot, Problem/Solution 	<p>Assessment</p> <ul style="list-style-type: none"> • End of selection test <p>CD-ROM</p> <ul style="list-style-type: none"> • Mission Comprehension • Media Literacy and Communication • Grammar Jingles • Writing Express • Reading and Language Skills • Phonics Express <p>Cross Curricular Integration</p> <ul style="list-style-type: none"> • Science: Paper airplanes, Food, make cat trading cards, Cat facts • Social Studies: Transportation, Inventors of airplanes, Write a news article, Professions • Math: Measurement • Writing: Letter writing to Mr. Putter, Make a toy catalogue • Computer: Write their letters on the computer • Drama:

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Helping Hands

Story: Mr. Putter and Tabby Fly the Plane

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.4.2 Types of Writing: <i>Students write for different purposes and audiences.</i></p> <p>A. Write organized detailed descriptive poems and stories that include literary elements.</p> <p>B. Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).</p> <p>1.5.2 Quality of Writing: <i>Students write clear and focused text to convey a well-defined perspective and appropriate content.</i></p> <p>A. Write with a focus, with an understanding of topic and audience.</p> <p>B. Develop content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather and organize information, incorporating details relevant to the topic. • Write a series of related sentences or paragraphs with one central idea. <p>C. Organize writing in a logical order.</p> <ul style="list-style-type: none"> • Include a recognizable beginning, middle and end <p>D. Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.</p> <p>E. Revise writing to improve detail and order by identifying missing information.</p> <p>F. Use grade appropriate conventions of language when writing and editing.</p>	<p>Writer's Craft</p> <ul style="list-style-type: none"> • Paragraph that describes • Journal writing <p>Kid Writing/Writer's Craft</p> <ul style="list-style-type: none"> • Prewrite and draft • Revise and Proofread • Publish and Assess • Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) <p>Handwriting</p> <ul style="list-style-type: none"> • Zaner Bloser: Manuscript/Introduce cursive 	

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Helping Hands

Story: Mr. Putter and Tabby Fly the Plane

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<ul style="list-style-type: none"> • Spell common frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation. <p>1.6.2 Speaking and Listening: <i>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</i></p> <p>A. Listen actively and respond to others in small and large group situations.</p> <ul style="list-style-type: none"> • Respond with grade level appropriate questions, ideas, information, or opinions. <p>B. Use appropriate volume, clarity, and gestures in individual or group situations. Deliver an oral report on an assigned topic.</p> <p>1.7.2 Characteristics and Functions of the English Language: <i>Students recognize formal and informal language and its use in speech, writing, and literature.</i></p> <p>A. Recognize formal and informal language used in speech, writing, and literature.</p>	<p>Grammar</p> <ul style="list-style-type: none"> • Plural Nouns <p>Listening</p> <ul style="list-style-type: none"> • Partner Reading • Independent Reading • Author's Chair • Read-Aloud Anthology • Sharing Literature <p>Speaking</p> <ul style="list-style-type: none"> • Choral reading • Reader's theatre <p>Grammar</p> <ul style="list-style-type: none"> • Plural nouns <p>Writer's craft</p> <ul style="list-style-type: none"> • Paragraph that describes <p>Writing prompts</p> <p>Kid Writing/Writer's Craft</p> <ul style="list-style-type: none"> • Prewrite and draft • Revise and reflect • Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) 	

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Helping Hands

Story: Mr. Putter and Tabby Fly the Plane

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.8.2 Research: *Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.*

- A. Generate questions and locate answers about a specific topic.
- B. Conduct **research** on self-selected or assigned topics using **specified** sources.
- C. Share and explain the results of research using visual aids.

1.9.2 Information, Communication, and Technology Literacy: *Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.*

- A. Use media and technology resources for directed and independent learning activities.
- B. Select media sources to locate information.

- Introduction to research will be differentiated to student needs at the discretion of the teacher utilizing Harcourt and Cross Curricular topics
- Ancillary resources are used to meet standard 1.8

Computer

- Use word processing software to format letters
- Ancillary resources are used to meet standard 1.9
- Introduction to technology will be differentiated to student needs at the discretion of the teacher

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Helping Hands

Story: Hedgehog Bakes a Cake

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

1.1.2 Reading Independently: *Students apply a wide range of strategies.*

- A. Identify the author's purpose and type, using grade level text.
- B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.
- C. Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.
- D. Demonstrate comprehension/ understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.
- E. Demonstrate accuracy and automaticity, in oral reading of grade level text.

FOCUS POINT

Decoding/Phonics

- R-controlled vowels: /ôr/our

Vocabulary

- Story words: **batter, buttery, perfect, recipe, smeared, yellow cake**

Spelling Words

- four, poured, your, course, court, fourteen, mourn, source, fourth, resource, Dr., St., smell, thank, open

High Frequency Words

- bit, cake, open, smell, thank
- Introduce words from the attached **Dolch Word** list (Second Grade list) as appropriate to correlate with Independent Readers, Decodable Books, as well as the anthology.

Word Study

- Syllable Patterns: VCCV and Endings
- Review Common Abbreviations
- Multiple meaning words

Comprehension

- Synonyms
- Make Inferences
- Retelling
- Follow Directions

CLASSROOM RESOURCES

Teaching Tools

- Teacher's Edition – Volume 2-1
- Student anthology
- Vocabulary flashcards: **batter, buttery, perfect, recipe, smeared, yellow cake**
- Big Book of Rhymes: Fourteen Minutes
- Audio text 1
- Intervention kits
- Intervention Stations
- Transparencies: # 57 -64
- Comprehension cards: # 9
- Harcourt website
www.harcourtschool.com
www.eharcourt.com

Books for All Learners

- **Below-Level:** Birthday Cookies
- **On – Level:** A Pinch of This and That
- **Advanced:** G. Hopper's Summer Fun
- **ELL:** What's Cooking

Decodable Book # 6

- Fifty-Four Chestnut Court
- Four-Course Dinner

Additional Resources

- Practice Book
- Spelling Practice Book
- Language Handbook

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Helping Hands

Story: Hedgehog Bakes a Cake

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

1.2.2 Reading Critically in all Content Areas:

Students read, understand, and respond to informational text.

- D. Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers.
- E. Read, understand, and respond to essential content of text in all academic areas.

1.3.2 Reading, Analyzing and Interpreting

Literature- Fiction and Non-Fiction: *Students read and respond to works of literature.*

- A. Read, understand, and respond to works from various **genres** of literature.
- B. Recognize and identify different types of **genres** such as poetry, drama, and fiction.
- C. Identify literary elements (characters, setting, and plot) in selected readings

FOCUS POINT

Comprehension

- Synonyms
- Make Inferences
- Retelling
- Follow Directions

Narrative Elements

- Characters, Setting, Plot, Problem/Solution

Fluency

- Act It Out
- Readers Theatre
- Echo Reading
- Independent
- Choral Reading
- Partner Reading
- Reading with inflection

Reading Across Texts

- Comparing Fictional Story to a Recipe
- Connect to leveled reader text

Genre

- Fiction: Story/Social Studies

Comprehension

- Synonyms
- Make Inferences
- Retelling
- Follow Directions
- Connect to leveled readers

Narrative elements

- Characters, Setting, Plot, Problem/Solution

CLASSROOM RESOURCES

Additional Resources

- Practice Book
- Spelling Practice Book
- Language Handbook

Library Books Collection

- Amelia Bedelia Helps Out by Peggy Parish

Assessment

- End of selection test

CD-ROM

- Mission Comprehension
- Media Literacy and Communication
- Grammar Jingles
- Writing Express
- Reading and Language Skills
- Phonics Express

Cross Curricular Integration

- **Science:** Create a food pyramid, Animal diets, Weight
- **Social Studies:** Being responsible, Foods then and now
- **Math:** Adding, Fractions
- **Writing:** Writing directions, Invitations
- **Computer:** Clip Art for food pyramids

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Helping Hands

Story: Hedgehog Bakes a Cake

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.4.2 Types of Writing: <i>Students write for different purposes and audiences.</i></p> <p>A. Write organized detailed descriptive poems and stories that include literary elements.</p> <p>B. Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).</p> <p>1.5.2 Quality of Writing: <i>Students write clear and focused text to convey a well-defined perspective and appropriate content.</i></p> <p>A. Write with a focus, with an understanding of topic and audience.</p> <p>B. Develop content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather and organize information, incorporating details relevant to the topic • Write a series of related sentences or paragraphs with one central idea. <p>C. Organize writing in a logical order.</p> <ul style="list-style-type: none"> • Include a recognizable beginning, middle and end. <p>D. Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.</p> <p>E. Revise writing to improve detail and order by identifying missing information.</p> <p>F. Use grade appropriate conventions of language when writing and editing.</p>	<p>Writer's Craft</p> <ul style="list-style-type: none"> • Fiction: Story • Journal Writing <p>Writer's Craft</p> <ul style="list-style-type: none"> • Prewrite and draft • Revise and Proofread • Publish and Assess • Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) <p>Handwriting</p> <ul style="list-style-type: none"> • Zaner Bloser: Manuscript/Introduce cursive 	

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Helping Hands

Story: Hedgehog Bakes a Cake

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<ul style="list-style-type: none"> • Spell common frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation. <p>1.6.2 Speaking and Listening: <i>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</i></p> <p>A. Listen actively and respond to others in small and large group situations.</p> <ul style="list-style-type: none"> • Respond with grade level appropriate questions, ideas, information, or opinions. <p>B. Use appropriate volume, clarity, and gestures in individual or group situations. Deliver an oral report on an assigned topic.</p> <p>1.7.2 Characteristics and Functions of the English Language: <i>Students recognize formal and informal language and its use in speech, writing, and literature.</i></p> <p>A. Recognize formal and informal language used in speech, writing, and literature.</p>	<p>Listening</p> <ul style="list-style-type: none"> • Read aloud anthology • Sharing literature <p>Speaking</p> <ul style="list-style-type: none"> • Act It Out • Readers Theatre • Echo Reading • Independent Reading • Partner Reading • Reading with inflection • Use Author's Chair • Choral Reading <p>Grammar</p> <ul style="list-style-type: none"> • Names of people <p>Writer's craft</p> <ul style="list-style-type: none"> • Fiction: story <p>Writing prompts</p> <p>Kid Writing/Writer's Craft</p> <ul style="list-style-type: none"> • Prewrite and draft • Revise and reflect • Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) 	

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Helping Hands

Story: Hedgehog Bakes a Cake

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.8.2 Research: *Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.*

- A. Generate questions and locate answers about a specific topic.
- B. Conduct **research** on self-selected or assigned topics using **specified** sources.
- C. Share and explain the results of research using visual aids.

- Introduction to research will be differentiated to student needs at the discretion of the teacher utilizing Harcourt and Cross Curricular topics
- Ancillary resources are used to meet standard 1.8

1.9.2 Information, Communication, and Technology Literacy: *Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.*

- A. Use media and technology resources for directed and independent learning activities.
- B. Select media sources to locate information.

Computer

- Use word program to clip art of food to create food pyramid
- Ancillary resources are used to meet standard 1.9
- Introduction to technology will be differentiated to student needs at the discretion of the teacher

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Helping Hands
Story: Lemonade for Sale**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

1.1.2 Reading Independently: *Students apply a wide range of strategies.*

- A. Identify the author's purpose and type, using grade level text.
- B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.
- C. Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.
- D. Demonstrate comprehension/ understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.
- E. Demonstrate accuracy and automaticity, in oral reading of grade level text.

FOCUS POINT

Decoding/Phonics

- Phonograms: -ar, -arm, -ark

Vocabulary

- Story words: **announced, arrived, glum, members, rebuild**

Spelling Words

- bar, jar, star, farm, harm, charm, dark, remark, sparkle, alarm, fourteen, source, between, enough, idea

High Frequency Words

- between, enough, fill, idea, number
- Introduce words from the attached **Dolch Word** list (Second Grade list) as appropriate to correlate with Independent Readers, Decodable Books, as well as the anthology.

Word Study

- Review r-controlled vowel: -our
- Explore prefixes

Comprehension

- Compare/Contrast
- Reading Ahead
- Retelling
- Reading Charts and Graphs

Narrative Elements

- Characters, Setting, Plot, Problem/Solution

CLASSROOM RESOURCES

Teaching Tools

- Teacher's Edition – Volume 2-1
- Student anthology
- Vocabulary flashcards: **announced, arrived, glum, members, rebuild**
- Big Book of Rhymes: Fireflies
- Audio text 1
- Intervention kits
- Intervention Stations
- Transparencies: **# 65 -70**
- Comprehension cards: **# 10**
- Harcourt website
www.harcourtschool.com
www.eharcourt.com

Books for All Learners

- **Below-Level:** The Tree House
- **On – Level:** Kids' Work
- **Advanced:** Slinky for Sale
- **ELL:** Ten, Twenty, Thirty

Decodable Book # 7

- Marcy's Lemon Tree
- Carly's Party
- On the Farm
- Armand the Army Ant
- Clark on the Farm
- The Garlic Garden

Additional Resources

- Practice Book
- Spelling Practice Book
- Language Handbook

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Helping Hands
Story: Lemonade for Sale**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.2.2 Reading Critically in all Content Areas:

Students read, understand, and respond to informational text.

- D. Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers.
- E. Read, understand, and respond to essential content of text in all academic areas.

1.3.2 Reading, Analyzing and Interpreting

Literature- Fiction and Non-Fiction: *Students read and respond to works of literature.*

- A. Read, understand, and respond to works from various **genres** of literature.
- B. Recognize and identify different types of **genres** such as poetry, drama, and fiction.
- C. Identify literary elements (characters, setting, and plot) in selected readings

Fluency

- CLOZE Passage – Fill in the Blank
- Independent Reading – change in emotion
- Partner Reading – paragraph trade

Reading Across Texts

- Comparing Realistic Fiction to a Poem
- Connect to leveled reader text

Genre

- Realistic Fiction/Math

Comprehension

- Compare/Contrast
- Reading Ahead
- Retelling
- Reading charts and graphs
- Connect to leveled readers

Narrative elements

- Characters, Setting, Plot, Problem/Solution

Library Books Collection

- Amelia Bedelia Helps Out by Peggy Parish

Assessment

- End of selection test

CD-ROM

- Mission Comprehension
- Media Literacy and Communication
- Grammar Jingles
- Writing Express
- Reading and Language Skills
- Phonics Express

Cross Curricular Integration

- **Science:** Recipe experiments, Parrots
- **Social Studies:** Working together to make lemonade, Creating an ad
- **Math:** Graphing
- **Writing:** Invitations to join, News articles
- **Computer:** Clip Art to decorate invitations
- **Art:** Poster to sell lemonade

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Helping Hands
Story: Lemonade for Sale**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.4.2 Types of Writing: <i>Students write for different purposes and audiences.</i></p> <ul style="list-style-type: none"> A. Write organized detailed descriptive poems and stories that include literary elements. B. Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions). <p>1.5.2 Quality of Writing: <i>Students write clear and focused text to convey a well-defined perspective and appropriate content.</i></p> <ul style="list-style-type: none"> A. Write with a focus, with an understanding of topic and audience. B. Develop content appropriate for the topic. <ul style="list-style-type: none"> • Gather and organize information, incorporating details relevant to the topic • Write a series of related sentences or paragraphs with one central idea. C. Organize writing in a logical order. <ul style="list-style-type: none"> • Include a recognizable beginning, middle and end. D. Write using a variety of sentence structures, adjectives, precise nouns, and action verbs. E. Revise writing to improve detail and order by identifying missing information. F. Use grade appropriate conventions of language when writing and editing. 	<p>Writer’s Craft</p> <ul style="list-style-type: none"> • List of time order words • Invitation • Advertisement • Good Endings • Recipe • Journal Writing <p>Writer’s Craft</p> <ul style="list-style-type: none"> • Prewrite and draft • Revise and Proofread • Publish and Assess • Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) <p>Handwriting</p> <ul style="list-style-type: none"> • Zaner Bloser: Manuscript/Introduce cursive 	

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Helping Hands
Story: Lemonade for Sale**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<ul style="list-style-type: none"> • Spell common frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation. <p>1.6.2 Speaking and Listening: <i>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</i></p> <p>A. Listen actively and respond to others in small and large group situations.</p> <ul style="list-style-type: none"> • Respond with grade level appropriate questions, ideas, information, or opinions. <p>B. Use appropriate volume, clarity, and gestures in individual or group situations. Deliver an oral report on an assigned topic.</p> <p>1.7.2 Characteristics and Functions of the English Language: <i>Students recognize formal and informal language and its use in speech, writing, and literature.</i></p> <p>A. Recognize formal and informal language used in speech, writing, and literature.</p>	<p>Listening</p> <ul style="list-style-type: none"> • Read aloud anthology • Author's chair • Shared literature <p>Speaking</p> <ul style="list-style-type: none"> • Act It Out • Readers Theatre • Echo Reading • Independent Reading • Partner Reading • Reading with inflection • Author's Chair • Choral Reading <p>Grammar</p> <ul style="list-style-type: none"> • Animal nouns <p>Writer's craft</p> <ul style="list-style-type: none"> • Invitation <p>Writing prompts</p> <p>Kid Writing/Writer's Craft</p> <ul style="list-style-type: none"> • Prewrite and draft • Revise and reflect • Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) 	

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Helping Hands
Story: Lemonade for Sale

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.8.2 Research: *Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.*

- A. Generate questions and locate answers about a specific topic.
- B. Conduct **research** on self-selected or assigned topics using **specified** sources.
- C. Share and explain the results of research using visual aids.

- Introduction to research will be differentiated to student needs at the discretion of the teacher utilizing Harcourt and Cross Curricular topics
- Ancillary resources are used to meet standard 1.8

1.9.2 Information, Communication, and Technology Literacy: *Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.*

- A. Use media and technology resources for directed and independent learning activities.
- B. Select media sources to locate information.

Computer

- Use word program with clip art for club invitations
- Ancillary resources are used to meet standard 1.9
- Introduction to technology will be differentiated to student needs at the discretion of the teacher

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Our World

Story: Johnny Appleseed

TIMEFRAME: Based upon the Harcourt Five Day Plan

FOCUS POINT

PA STANDARDS

CLASSROOM RESOURCES

1.1.2 Reading Independently: *Students apply a wide range of strategies.*

- A. Identify the author's purpose and type, using grade level text.
- B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.
- C. Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.
- D. Demonstrate comprehension/ understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.
- E. Demonstrate accuracy and automaticity, in oral reading of grade level text.

Decoding/Phonics

- R-controlled vowels: / ir/ ear, eer

Vocabulary

- Story words: **frontier, nearby, orchards, survive, tame, wild**

High Frequency Words

- bag, call, country, rain, sleep
- Introduce words from the attached **Dolch Word** list (Second Grade list) as appropriate to correlate with Independent Readers, Decodable Books, as well as the anthology.

Spelling Words

- pioneers, cheers, clearing, hear, year, beard, reindeer, steer, peer, remark, alarm, sleep, country, rain

Word Study

- Phonograms: -ar, -arm, -ark

Comprehension

- Building Background
- Pre-reading Strategies
- Retelling
- Charts and Graphs
- Focus Skill: Details
- Focus Strategy: Create Mental Images

Fluency

- Groups: choral reading, print cues
- Partners: assisted reading, paired reading
- Individual: selective reading

Teaching Tools

- Teacher's Edition – Volume 2-1
- Student anthology
- Vocabulary flashcards: **frontier, nearby, orchards, survive, tame, wild**
- Big Book of Rhymes- Seasons, Sunrise
- Audio text 1
- Intervention kits
- Intervention Stations
- Transparencies: # 71-77
- Comprehension cards: # 11
- Harcourt website
www.harcourtschool.com
www.eharcourt.com

Books for All Learners

- **Below-Level:** On the Wild Frontier
- **On – Level:** Paul Bunyan
- **Advanced:** Daniel Boone
- **ELL:** Year by Year

Decodable Book # 8

- Pearce Park Panthers
- A Dreary Day
- Three Cheers for Miss Greer
- An Eerie Feeling

Additional Resources

- Practice Book
- Spelling Practice Book
- Language Handbook

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Our World
Story: Johnny Appleseed**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.2.2 Reading Critically in all Content Areas: <i>Students read, understand, and respond to informational text.</i></p> <ul style="list-style-type: none"> A. Use text organization and content to derive meaning from text using criteria. D. Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers. E. Read, understand, and respond to essential content of text in all academic areas. <p>1.3.2 Reading, Analyzing and Interpreting Literature- Fiction and Non-Fiction: <i>Students read and respond to works of literature.</i></p> <ul style="list-style-type: none"> A. Read, understand, and respond to works from various genres of literature. B. Recognize and identify different types of genres such as poetry, drama, and fiction. C. Identify literary elements (characters, setting, and plot) in selected readings. 	<p>Comprehension</p> <ul style="list-style-type: none"> • Reading Across Texts: "The Seed" • Connect to leveled reader <p>Genre</p> <ul style="list-style-type: none"> • Play <p>Comprehension</p> <ul style="list-style-type: none"> • Reading Across Texts: "The Seed" <p>Narrative elements</p> <ul style="list-style-type: none"> • Character, plot, setting 	<p>Assessment</p> <ul style="list-style-type: none"> • End of selection test <p>CD-ROM</p> <ul style="list-style-type: none"> • Mission Comprehension • Media Literacy and Communication • Grammar Jingles • Writing Express • Reading and Language Skills <p>Cross Curricular Integration</p> <ul style="list-style-type: none"> • Science: A Year for an Apple Tree, Bears • Social Studies: Frontier Life, Over the Years, • Art: Make Dioramas • Writing: Make a Playbill • Computer: Internet Research

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Our World
Story: Johnny Appleseed

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.4.2 Types of Writing: *Students write for different purposes and audiences.*

- A. Write organized detailed descriptive poems and stories that include **literary elements**.
- B. Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).

1.5.2 Quality of Writing: *Students write clear and focused text to convey a well-defined perspective and appropriate content.*

- A. Write with a **focus**, with an understanding of topic and audience.
- B. Develop content appropriate for the topic.
 - Gather and organize information, incorporating details relevant to the topic
 - Write a series of related sentences or paragraphs with one central idea.
- C. Organize writing in a logical order.
 - Include a recognizable beginning, middle and end.
- D. Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.
- E. Revise writing to improve detail and order by identifying missing information.
- F. Use grade appropriate **conventions of language** when writing and editing.

Writer's Craft

- Organization: giving facts and reasons

Kid Writing/Writer's Craft

- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)

Handwriting

- Zaner Bloser: Manuscript/Introduce cursive

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Our World
Story: Johnny Appleseed**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<ul style="list-style-type: none"> • Spell common frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation. <p>1.6.2 Speaking and Listening: <i>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</i></p> <p>A. Listen actively and respond to others in small and large group situations.</p> <ul style="list-style-type: none"> • Respond with grade level appropriate questions, ideas, information, or opinions. <p>B. Use appropriate volume, clarity, and gestures in individual or group situations. Deliver an oral report on an assigned topic.</p> <p>1.7.2 Characteristics and Functions of the English Language: <i>Students recognize formal and informal language and its use in speech, writing, and literature.</i></p> <p>A. Recognize formal and informal language used in speech, writing, and literature.</p>	<p>Grammar</p> <ul style="list-style-type: none"> • Names of Days <p>Listening</p> <ul style="list-style-type: none"> • Sharing Literature • Develop listening comprehension • Respond to literature • Author's chair <p>Speaking</p> <ul style="list-style-type: none"> • Author's chair • Reenact the play • Choral reading <p>Grammar</p> <ul style="list-style-type: none"> • Names of days <p>Writer's craft</p> <ul style="list-style-type: none"> • Organization: facts and reasons <p>Writing prompts</p> <p>Kid Writing/Writer's Craft</p> <ul style="list-style-type: none"> • Prewrite and draft • Revise and reflect • Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) 	

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Our World
Story: Johnny Appleseed

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.8.2 Research: *Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.*

- A. Generate questions and locate answers about a specific topic.
- B. Conduct **research** on self-selected or assigned topics using **specified** sources.
- C. Share and explain the results of research using visual aids.

1.9.2 Information, Communication, and Technology Literacy: *Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.*

- A. Use media and technology resources for directed and independent learning activities
- B. Select media sources to locate information.

- Introduction to research will be differentiated to student needs at the discretion of the teacher utilizing Harcourt and Cross Curricular topics
- Ancillary resources are used to meet standard 1.8

Internet Research

- Frontier life
- Ancillary resources are used to meet standard 1.9
- Introduction to technology will be differentiated to student needs at the discretion of the teacher

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Our World
Story: From Seed to Plant**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

1.1.2 Reading Independently: *Students apply a wide range of strategies.*

- A. Identify the author's purpose and type, using grade level text.
- B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.
- C. Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.
- D. Demonstrate comprehension/ understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.
- E. Demonstrate accuracy and automaticity, in oral reading of grade level text.

FOCUS POINT

Decoding/Phonics

- Consonant blends: spr, str, thr

Vocabulary

- Story words: **beautiful, nutrition, protects, ripens, streams**

High Frequency Words

- different, air, food, light, water
- Introduce words from the attached **Dolch Word** list (Second Grade list) as appropriate to correlate with Independent Readers, Decodable Books, as well as the anthology.

Spelling Words

- Sprout, stream, through, strong, strap, springtime, spray, throat, three, ostrich, pioneers, clearing, air, different, light

Word Study

- Syllable patterns: VCV
- R-controlled vowels: ear, eer

Comprehension

- Building Background
- Pre-reading Strategies
- Retelling
- Follow Directions (multi-step)
- Focus Skill: reading diagrams
- Focus Strategy: reread aloud

Fluency

- Groups: cooperative reading, rotating reading
- Partners: matching words to pictures, question and answer
- Individual: most interesting part

CLASSROOM RESOURCES

Teaching Tools

- Teacher's Edition – Volume 2-1
- Student anthology
- Vocabulary flashcards: **beautiful, nutrition, protects, ripens, streams**
- Big Book of Rhymes- Ice Cream Dreams Seasons
- Audio text 1
- Intervention kits
- Intervention Stations
- Transparencies: **# 78-84**
- Comprehension cards: **# 12**
- Harcourt website
www.harcourtschool.com
www.eharcourt.com

Books for All Learners

- **Below-Level:** The Seed Surprise
- **On – Level:** How To Grow a Garden
- **Advanced:** Rainforest Plants
- **ELL:** Butterfly, Butterfly

Decodable Book # 9

- Beth's Spring Gift
- Sammy the Sprinter
- Sally Hits Her Stride
- Andy Strums the Strings
- Three Little Hummers
- Thrifty Teddy

Additional Resources

- Practice Book
- Spelling Practice Book
- Language Handbook

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Our World
Story: From Seed to Plant**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.2.2 Reading Critically in all Content Areas: <i>Students read, understand, and respond to informational text.</i></p> <ul style="list-style-type: none"> A. Use text organization and content to derive meaning from text using criteria. B. Differentiate fact from opinion within a text. C. Identify essential and nonessential information within and across a variety of texts. D. Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers. E. Read, understand, and respond to essential content of text in all academic areas. <p>1.3.2 Reading, Analyzing and Interpreting Literature- Fiction and Non-Fiction: <i>Students read and respond to works of literature.</i></p> <ul style="list-style-type: none"> A. Read, understand, and respond to works from various genres of literature. B. Recognize and identify different types of genres such as poetry, drama, and fiction. C. Identify literary elements (characters, setting, and plot) in selected readings. 	<p>Comprehension</p> <ul style="list-style-type: none"> • Reading Across Texts: "A 'From Seed to Plant' Project" • Making Connections • Connect to leveled reader <p>Genre</p> <ul style="list-style-type: none"> • Expository Nonfiction/Science 	<p>Library Books Collection</p> <ul style="list-style-type: none"> • Flowers, Fruits, Seeds by Jerome Wexler <p>Assessment</p> <ul style="list-style-type: none"> • End of selection test <p>CD-ROM</p> <ul style="list-style-type: none"> • Mission Comprehension • Media Literacy and Communication • Grammar Jingles • Writing Express • Reading and Language Skills <p>Cross Curricular Integration</p> <ul style="list-style-type: none"> • Science: Sprouting seeds, Sprouting without soil • Social Studies: From plants to food, Draw a map • Health: People's Needs • Math: How many seeds? • Writing: Write seed packet directions, Write a riddle • Computer: Seed packet art • Art: Make a seed packet

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Our World
Story: From Seed to Plant

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.4.2 Types of Writing: *Students write for different purposes and audiences.*

- A. Write organized detailed descriptive poems and stories that include **literary elements**.
- B. Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).

1.5.2 Quality of Writing: *Students write clear and focused text to convey a well-defined perspective and appropriate content.*

- A. Write with a **focus**, with an understanding of topic and audience.
- B. Develop content appropriate for the topic.
 - Gather and organize information, incorporating details relevant to the topic
 - Write a series of related sentences or paragraphs with one central idea.
- C. Organize writing in a logical order.
 - Include a recognizable beginning, middle and end.
- D. Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.
- E. Revise writing to improve detail and order by identifying missing information.
- F. Use grade appropriate **conventions of language** when writing and editing.

Writer's Craft

- Focus/Ideas: Staying Focused

Kid Writing/Writer's Craft

- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)

Handwriting

- Zaner Bloser: Manuscript/Introduce cursive

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Our World
Story: From Seed to Plant**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<ul style="list-style-type: none"> • Spell common frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation. • <p>1.6.2 Speaking and Listening: <i>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</i></p> <p>A. Listen actively and respond to others in small and large group situations.</p> <ul style="list-style-type: none"> • Respond with grade level appropriate questions, ideas, information, or opinions. <p>B. Use appropriate volume, clarity, and gestures in individual or group situations. Deliver an oral report on an assigned topic.</p> <p>1.7.2 Characteristics and Functions of the English Language: <i>Students recognize formal and informal language and its use in speech, writing, and literature.</i></p> <p>A. Recognize formal and informal language used in speech, writing, and literature.</p>	<p>Grammar</p> <ul style="list-style-type: none"> • Names of Months <p>Listening</p> <ul style="list-style-type: none"> • Sharing Literature • Develop listening comprehension • Respond to literature • Author's chair <p>Speaking</p> <ul style="list-style-type: none"> • Author's chair • Partner reading <p>Grammar</p> <ul style="list-style-type: none"> • Names of months <p>Writer's craft</p> <ul style="list-style-type: none"> • Staying focused <p>Writing prompts</p> <p>Kid Writing/Writer's Craft</p> <ul style="list-style-type: none"> • Prewrite and draft • Revise and reflect • Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, convention) 	

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Our World
Story: From Seed to Plant

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.8.2 Research: *Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.*

- A. Generate questions and locate answers about a specific topic.
- B. Conduct **research** on self-selected or assigned topics using **specified** sources.
- C. Share and explain the results of research using visual aids.

- Introduction to research will be differentiated to student needs at the discretion of the teacher utilizing Harcourt and Cross Curricular topics
- Ancillary resources are used to meet standard 1.8

1.9.2 Information, Communication, and Technology Literacy: *Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.*

- A. Use media and technology resources for directed and independent learning activities
- B. Select media sources to locate information.

Computer

- Use a drawing program to create art to go with the writing center activity
- Ancillary resources are used to meet standard 1.9
- Introduction to technology will be differentiated to student needs at the discretion of the teacher

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Our World

Story: The Secret Life of Trees

TIMEFRAME: Based upon the Harcourt Five Day Plan

FOCUS POINT

PA STANDARDS

CLASSROOM RESOURCES

1.1.2 Reading Independently: *Students apply a wide range of strategies.*

- A. Identify the author's purpose and type, using grade level text.
- B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.
- C. Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.
- D. Demonstrate comprehension/ understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.
- E. Demonstrate accuracy and automaticity, in oral reading of grade level text.

Decoding/Phonics

- Vowel digraphs: /ōō/ oo

Vocabulary

- Story words: **discover, energy, forecast, shed, source**

High Frequency Words

- answer, bark, page, paper, tall
- Introduce words from the attached **Dolch Word** list (Second Grade list) as appropriate to correlate with Independent Readers, Decodable Books, as well as the anthology.

Spelling Words

- smooth, roots, food, scooter, boot, broom, moon, cartoon, roof, spoon, springtime, ostrich, answer, paper, page

Word Study

- Syllable patterns: C-le
- Consonant blends: spr, str, thr

Comprehension

- Building Background
- Pre-reading Strategies
- Retelling
- Follow Directions (multi-step)
- Focus Skill: Fact and fiction
- Focus Strategy: Look at word bits and parts

Fluency

- Groups: print cues, choral reading
- Partners: word recognition, alternating reading
- Individual: reading and recording

Teaching Tools

- Teacher's Edition – Volume 2-1
- Student anthology
- Vocabulary flashcards: **discover, energy, forecast, shed, source**
- Big Book of Rhymes: Cow's Moo
- Audio text 2
- Intervention kits
- Intervention Stations
- Transparencies: **# 85-91**
- Comprehension cards: **# 13**
- Harcourt website
www.harcourtschool.com
www.eharcourt.com

Books for All Learners

- **Below-Level:** Giant of the Desert
- **On – Level:** A Year Round Tree
- **Advanced:** The Giant's Sock
- **ELL:** Made From a Tree

Decodable Book # 10

- Room At the Zoo
- Boone's Big Day

Additional Resources

- Practice Book
- Spelling Practice Book
- Language Handbook

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Our World
Story: The Secret Life of Trees**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.2.2 Reading Critically in all Content Areas: <i>Students read, understand, and respond to informational text.</i></p> <ul style="list-style-type: none"> A. Use text organization and content to derive meaning from text using criteria. B. Differentiate fact from opinion within a text. C. Identify essential and nonessential information within and across a variety of texts. D. Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers. E. Read, understand, and respond to essential content of text in all academic areas. <p>1.3.2 Reading, Analyzing and Interpreting Literature- Fiction and Non-Fiction: <i>Students read and respond to works of literature.</i></p> <ul style="list-style-type: none"> A. Read, understand, and respond to works from various genres of literature. B. Recognize and identify different types of genres such as poetry, drama, and fiction. C. Identify literary elements (characters, setting, and plot) in selected readings. 	<p>Comprehension</p> <ul style="list-style-type: none"> • Reading Across Texts: “Leaf Zoo” • Making Connections • Connect to leveled reader <p>Genre</p> <ul style="list-style-type: none"> • Expository Nonfiction/Science 	<p>Assessment</p> <ul style="list-style-type: none"> • End of selection test <p>CD-ROM</p> <ul style="list-style-type: none"> • Mission Comprehension • Media Literacy and Communication • Grammar Jingles • Writing Express • Reading and Language Skills <p>Cross Curricular Integration</p> <ul style="list-style-type: none"> • Science: Roots at work, Animals and Trees, Tree products, Leaf art • Social Studies: Trees in the community • Movement: The Ways of Trees • Writing: My Favorite Tree, Create a tree diagram • Computer: Using a word processing program • Math: How Tall, Measure a tree

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Our World
Story: The Secret Life of Trees

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.4.2 Types of Writing: *Students write for different purposes and audiences.*

- A. Write organized detailed descriptive poems and stories that include **literary elements**.
- B. Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).

1.5.2 Quality of Writing: *Students write clear and focused text to convey a well-defined perspective and appropriate content.*

- A. Write with a **focus**, with an understanding of topic and audience.
- B. Develop content appropriate for the topic.
 - Gather and organize information, incorporating details relevant to the topic
 - Write a series of related sentences or paragraphs with one central idea.
- C. Organize writing in a logical order.
 - Include a recognizable beginning, middle and end.
- D. Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.
- E. Revise writing to improve detail and order by identifying missing information.
- F. Use grade appropriate **conventions of language** when writing and editing.

Writer's Craft

- Research Report

Kid Writing/Writer's Craft

- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)

Handwriting

- Zaner Bloser: Manuscript/Introduce cursive

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Our World
Story: The Secret Life of Trees**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<ul style="list-style-type: none"> • Spell common frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation. <p>1.6.2 Speaking and Listening: <i>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</i></p> <p>A. Listen actively and respond to others in small and large group situations.</p> <ul style="list-style-type: none"> • Respond with grade level appropriate questions, ideas, information, or opinions. <p>B. Use appropriate volume, clarity, and gestures in individual or group situations. Deliver an oral report on an assigned topic.</p> <p>1.7.2 Characteristics and Functions of the English Language: <i>Students recognize formal and informal language and its use in speech, writing, and literature.</i></p> <p>A. Recognize formal and informal language used in speech, writing, and literature.</p>	<p>Grammar Names of Holidays</p> <p>Listening</p> <ul style="list-style-type: none"> • Sharing Literature • Develop listening comprehension • Respond to literature <p>Speaking</p> <ul style="list-style-type: none"> • Reading and recording • Partner reading <p>Grammar</p> <ul style="list-style-type: none"> • Names of Holidays <p>Writer's Craft</p> <ul style="list-style-type: none"> • Research Report <p>Writing prompts</p> <p>Kid Writing/Writer's Craft</p> <ul style="list-style-type: none"> • Prewrite and draft • Revise and reflect • Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) 	

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Our World
Story: The Secret Life of Trees**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.8.2 Research: <i>Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.</i></p> <ul style="list-style-type: none"> A. Generate questions and locate answers about a specific topic. B. Conduct research on self-selected or assigned topics using specified sources. C. Share and explain the results of research using visual aids. <p>1.9.2 Information, Communication, and Technology Literacy: <i>Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.</i></p> <ul style="list-style-type: none"> A. Use media and technology resources for directed and independent learning activities B. Select media sources to locate information. 	<ul style="list-style-type: none"> • Introduction to research will be differentiated to student needs at the discretion of the teacher utilizing Harcourt and Cross Curricular topics • Ancillary resources are used to meet standard 1.8 <p>Computer</p> <ul style="list-style-type: none"> • Use a word processing program to edit the writing activities. Introduce the cut and paste as well as the drag and drop function • Ancillary resources are used to meet standard 1.9 • Introduction to technology will be differentiated to student needs at the discretion of the teacher 	

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Our World
Story: Watermelon Day**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

1.1.2 Reading Independently: *Students apply a wide range of strategies.*

- A. Identify the author's purpose and type, using grade level text.
- B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.
- C. Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.
- D. Demonstrate comprehension/ understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.
- E. Demonstrate accuracy and automaticity, in oral reading of grade level text.

FOCUS POINT

Decoding/Phonics

- Consonant digraphs: /n/ gn, kn, and /r/ wr

Vocabulary

- Story words: **beneath, relay race, shimmered, snug, wrinkled, knelt**

High Frequency Words

- coming, front, dark, past, lake
- Introduce words from the attached **Dolch Word** list (Second Grade list) as appropriate to correlate with Independent Readers, Decodable Books, as well as the anthology.

Spelling Words

- knock, knew, knight, wrong, write, sign, gnat, wrist, unknown, writer, scooter, cartoon, dark, front, past

Word Study

- Syllable patterns: Endings and C-le
- R controlled vowels: /ûr/ ear

Comprehension

- Building Background
- Pre-reading Strategies
- Retelling
- Follow Directions (multi-step)
- Focus Skill: Make Inferences
- Focus Strategy: Sequence Events/Summarize

CLASSROOM RESOURCES

Teaching Tools

- Teacher's Edition – Volume 2-1
- Student anthology
- Vocabulary flashcards: **beneath, relay race, shimmered, snug, wrinkled, knelt**
- Big Book of Rhymes: Poem's For Sale
- Audio text 2
- Intervention kits
- Intervention Stations
- Transparencies: # **92-98**
- Comprehension cards: # **14**
- Harcourt website
www.harcourtschool.com
www.eharcourt.com

Books for All Learners

- **Below-Level:** Picnic in the Park: A Play
- **On – Level:** Funny Fruit
- **Advanced:** Fun Days Around the World
- **ELL:** Leap Like a Frog

Decodable Book # 11

- A Gnome Meets a Gnu
- The Gnome's Album
- A Knack for Riddle
- Knights and Ladies
- Wendy' Wreath
- Wilbur's Wretched Day

Additional Resources

- Practice Book
- Spelling Practice Book
- Language Handbook

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Our World
Story: Watermelon Day**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.2.2 Reading Critically in all Content Areas: <i>Students read, understand, and respond to informational text.</i></p> <ul style="list-style-type: none"> A. Use text organization and content to derive meaning from text using criteria. B. Identify essential and nonessential information within and across a variety of texts. C. Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers. D. Read, understand, and respond to essential content of text in all academic areas. <p>1.3.2 Reading, Analyzing and Interpreting Literature- Fiction and Non-Fiction: <i>Students read and respond to works of literature.</i></p> <ul style="list-style-type: none"> A. Read, understand, and respond to works from various genres of literature. B. Recognize and identify different types of genres such as poetry, drama, and fiction. C. Identify literary elements (characters, setting, and plot) in selected readings. D. Identify literary devices in selected readings (e.g., personification, onomatopoeia, alliteration). 	<p>Fluency</p> <ul style="list-style-type: none"> • Groups: reading with expression • Partners: imagine, • Individual: skimming, most interesting part <p>Comprehension</p> <ul style="list-style-type: none"> • Reading Across Texts • Making Connections • Connect to leveled reader <p>Genre</p> <ul style="list-style-type: none"> • Realistic Fiction <p>Literary Device</p> <ul style="list-style-type: none"> • Personification 	<p>Library Books Collection</p> <ul style="list-style-type: none"> • Pablo's Tree by Pat Mora <p>Assessment</p> <ul style="list-style-type: none"> • End of selection test <p>CD-ROM</p> <ul style="list-style-type: none"> • Mission Comprehension • Media Literacy and Communication • Grammar Jingles • Writing Express • Reading and Language Skills <p>Cross Curricular Integration</p> <ul style="list-style-type: none"> • Science: Sweet as watermelon, Earth's tilt • Social Studies: Celebrations yesterday and today, Draw a map • Music: Traditional music, Share a melon • Writing: Poems about fruit, Invitation • Computer: Recipe search

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Our World
Story: Watermelon Day

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.4.2 Types of Writing: *Students write for different purposes and audiences.*

- A. Write organized detailed descriptive poems and stories that include **literary elements**.
- B. Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).

1.5.2 Quality of Writing: *Students write clear and focused text to convey a well-defined perspective and appropriate content.*

- A. Write with a **focus**, with an understanding of topic and audience.
- B. Develop content appropriate for the topic.
 - Gather and organize information, incorporating details relevant to the topic
 - Write a series of related sentences or paragraphs with one central idea.
- C. Organize writing in a logical order.
 - Include a recognizable beginning, middle and end.
- D. Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.
- E. Revise writing to improve detail and order by identifying missing information.
- F. Use grade appropriate **conventions of language** when writing and editing.

Writer’s Craft

- Paragraph of explanation

Kid Writing/Writer’s Craft

- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)

Handwriting

- Zaner Bloser: Manuscript/Introduce cursive

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Our World
Story: Watermelon Day**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<ul style="list-style-type: none"> • Spell common frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation. • <p>1.6.2 Speaking and Listening: <i>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</i></p> <p>A. Listen actively and respond to others in small and large group situations.</p> <ul style="list-style-type: none"> • Respond with grade level appropriate questions, ideas, information, or opinions. <p>B. Use appropriate volume, clarity, and gestures in individual or group situations. Deliver an oral report on an assigned topic.</p> <p>1.7.2 Characteristics and Functions of the English Language: <i>Students recognize formal and informal language and its use in speech, writing, and literature.</i></p> <p>A. Recognize formal and informal language used in speech, writing, and literature.</p>	<p>Listening</p> <ul style="list-style-type: none"> • Sharing Literature • Develop listening comprehension • Respond to literature <p>Speaking</p> <ul style="list-style-type: none"> • Partner reading <p>Grammar</p> <ul style="list-style-type: none"> • Abbreviations <p>Writer's Craft</p> <ul style="list-style-type: none"> • Paragraph of explanation <p>Writing prompts</p> <p>Kid Writing/Writer's Craft</p> <ul style="list-style-type: none"> • Prewrite and draft • Revise and reflect • Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) 	

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Our World
Story: Watermelon Day

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.8.2 Research: *Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.*

- A. Generate questions and locate answers about a specific topic.
- B. Conduct **research** on self-selected or assigned topics using **specified** sources.
- C. Share and explain the results of research using visual aids.

- Introduction to research will be differentiated to student needs at the discretion of the teacher utilizing Harcourt and Cross Curricular topics
- Ancillary resources are used to meet standard 1.8

1.9.2 Information, Communication, and Technology Literacy: *Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.*

- A. Use media and technology resources for directed and independent learning activities.
- B. Select media sources to locate information.

Computer

- Recipe search
- Ancillary resources are used to meet standard 1.9
- Introduction to technology will be differentiated to student needs at the discretion of the teacher

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Our World
Story: Pumpkin Fiesta**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

1.1.2 Reading Independently: *Students apply a wide range of strategies.*

- A. Identify the author's purpose and type, using grade level text.
- B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.
- C. Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.
- D. Demonstrate comprehension/ understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.
- E. Demonstrate accuracy and automaticity, in oral reading of grade level text.

FOCUS POINT

Decoding/Phonics

- Inflections: -s, -es, -ies (y to i)

Vocabulary

- Story words: **boasted, crept, crown, village, vines**

High Frequency Words

- drink, hid, road, hill, hat
- Introduce words from the attached **Dolch Word** list (Second Grade list) as appropriate to correlate with Independent Readers, Decodable Books, as well as the anthology.

Spelling Words

- Beauties, babies, cities, duties, bodies, skies, copies, cries, pennies, hobbies, sign, unknown, drink, hill, road

Word Study

- R-controlled vowels: /ôr/ our

Comprehension

- Building Background
- Pre-reading Strategies
- Retelling
- Charts and Graphs
- Focus Skill: Predict Outcomes
- Focus Strategy: Self-correct

Fluency

- Groups: dramatic reading, cooperative reading
- Partners: action
- Individual: favorite picture

CLASSROOM RESOURCES

Teaching Tools

- Teacher's Edition – Volume 2-1
- Student anthology
- Vocabulary flashcards: **boasted, crept, crown, village, vines**
- Big Book of Rhymes: The New Fruits
- Audio text 2
- Intervention kits
- Intervention Stations
- Transparencies: # **99-103**
- Comprehension cards: # **15**
- Harcourt website
www.harcourtschool.com
www.eharcourt.com

Books for All Learners

- **Below-Level:** Apple Picking Time
- **On – Level:** The King of the Pumpkin Fai
- **Advanced:** The Pumpkin's Trip Around the World
- **ELL:** How Does Your Garden Grow?

Additional Resources

- Practice Book
- Spelling Practice Book
- Language Handbook

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Our World
Story: Pumpkin Fiesta**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.2.2 Reading Critically in all Content Areas: <i>Students read, understand, and respond to informational text.</i></p> <ul style="list-style-type: none"> A. Use text organization and content to derive meaning from text using criteria. C. Identify essential and nonessential information within and across a variety of texts. D. Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers. E. Read, understand, and respond to essential content of text in all academic areas. <p>1.3.2 Reading, Analyzing and Interpreting Literature- Fiction and Non-Fiction: <i>Students read and respond to works of literature.</i></p> <ul style="list-style-type: none"> A. Read, understand, and respond to works from various genres of literature. B. Recognize and identify different types of genres such as poetry, drama, and fiction. C. Identify literary elements (characters, setting, and plot) in selected readings. D. Identify literary devices in selected readings (e.g., personification, onomatopoeia, alliteration). 	<p>Writer's Craft</p> <ul style="list-style-type: none"> • Book report • Play scene • Poster • Opinion • Greeting card <p>Kid Writing/Writer's Craft</p> <ul style="list-style-type: none"> • Prewrite and draft • Revise and reflect • Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) <p>Handwriting</p> <ul style="list-style-type: none"> • Zaner Bloser: Manuscript/Introduce cursive 	<p>Assessment</p> <ul style="list-style-type: none"> • End of selection test <p>CD-ROM</p> <ul style="list-style-type: none"> • Mission Comprehension • Media Literacy and Communication • Grammar Jingles • Writing Express • Reading and Language Skills <p>Cross Curricular Integration</p> <ul style="list-style-type: none"> • Science: Identify insects, Pollination, Fruits • Literacy Center: My favorite part • Social Studies: Village life & city life, Mexico • Art: A Pumpkin Crown • Computer: Word processing • Math: Through the Seasons/Calendar • Writing: Write a How-to list

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE
THEME: Our World
Story: Pumpkin Fiesta
 TIMEFRAME: Based upon the Harcourt Five Day Plan
FOCUS POINT

PA STANDARDS

CLASSROOM RESOURCES

<p>1.4.2 Types of Writing: <i>Students write for different purposes and audiences.</i></p> <ul style="list-style-type: none"> A. Write organized detailed descriptive poems and stories that include literary elements. B. Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions). <p>1.5.2 Quality of Writing: <i>Students write clear and focused text to convey a well-defined perspective and appropriate content.</i></p> <ul style="list-style-type: none"> A. Write with a focus, with an understanding of topic and audience. B. Develop content appropriate for the topic. <ul style="list-style-type: none"> • Gather and organize information, incorporating details relevant to the topic • Write a series of related sentences or paragraphs with one central idea. C. Organize writing in a logical order. <ul style="list-style-type: none"> • Include a recognizable beginning, middle and end. D. Write using a variety of sentence structures, adjectives, precise nouns, and action verbs. E. Revise writing to improve detail and order by identifying missing information. F. Use grade appropriate conventions of language when writing and editing. 	<p>Grammar</p> <ul style="list-style-type: none"> • Showing ownership <p>Listening</p> <ul style="list-style-type: none"> • Sharing Literature • Develop listening comprehension • Respond to literature <p>Speaking</p> <ul style="list-style-type: none"> • Dramatic reading 	
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POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Our World
Story: Pumpkin Fiesta

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

- Spell common frequently used words correctly.
- Use capital letters correctly.
- Punctuate correctly.
- Use correct grammar and sentence formation.

1.6.2 Speaking and Listening: *Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.*

- A. Listen actively and respond to others in small and large group situations.
- Respond with grade level appropriate questions, ideas, information, or opinions.
- B. Use appropriate volume, clarity, and gestures in individual or group situations. Deliver an oral report on an assigned topic.

1.7.2 Characteristics and Functions of the English Language: *Students recognize formal and informal language and its use in speech, writing, and literature.*

- A. Recognize formal and informal language used in speech, writing, and literature.

FOCUS POINT

Grammar

- Showing ownership

Writer's Craft

- Book report
- Play scene
- Poster
- Opinion
- Greeting card

Writing prompt

Kid Writing/Writer's Craft

- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)

CLASSROOM RESOURCES

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Our World
Story: Pumpkin Fiesta

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.8.2 Research: *Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.*

- A. Generate questions and locate answers about a specific topic.
- B. Conduct **research** on self-selected or assigned topics using **specified** sources.
- C. Share and explain the results of research using visual aids.

1.9.2 Information, Communication, and Technology Literacy: *Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.*

- A. Use media and technology resources for directed and independent learning activities
- B. Select media sources to locate information.

- Introduction to research will be differentiated to student needs at the discretion of the teacher utilizing Harcourt and Cross Curricular topics
- Ancillary resources are used to meet standard 1.8

Computer

- Use a word processing program to edit the writing activities. Introduce the cut and paste as well as the drag and drop function
- Ancillary resources are used to meet standard 1.9
- Introduction to technology will be differentiated to student needs at the discretion of the teacher

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Imagine That

Story: The Day Jimmy Boa Ate the Wash

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

1.1.2 Reading Independently: *Students apply a wide range of strategies.*

- A. Identify the author's purpose and type, using grade level text.
- B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.
- C. Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.
- D. Demonstrate comprehension/ understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.
- E. Demonstrate accuracy and automaticity, in oral reading of grade level text.

FOCUS POINT

Decoding/Phonics

- Vowel diphthongs: /ou/ ou, ow
- Vowel digraphs /ōō/ oo

Vocabulary

- Story words: **boring, ducked, sense, suppose, tractor**

Spelling Words

- how, mouth, out, house, without, found, around, sound, now, brow, beauties, skies, started, mean, cow

High Frequency Word

- cow, hen, mean, started, wife
- Introduce words from the attached **Dolch Word** list (Second Grade list) as appropriate to correlate with Independent Readers, Decodable Books, as well as the anthology.

Word Study

- Suffixes: -ful, -less
- Syllable Pattern: Endings

Comprehension

- Cause and effect
- Make and confirm predictions
- Retelling and summarize

Narrative Elements

- Character, setting, plot, problem, solution

CLASSROOM RESOURCES

Teaching Tools

- Teacher's Edition – Volume 2.1
- Student anthology
- Vocabulary flashcards: **boring, ducked, sense, suppose, tractor**
- Big Book of Rhymes: Hide and Seek
- Audio text 2
- Intervention kits
- Intervention Stations
- Transparencies: # 104-111
- Comprehension Cards: #16
- Harcourt website
www.harcourtschool.com
www.eharcourt.com

Books for All Learners

- **Below-Level:** Never Bored on The Farm
- **On – Level:** Larry's Baby Boa
- **Advanced:** All About Snakes
- **ELL:** Be My Valentine

Decodable Book # 12

- The County Park
- Wilbur the Hound
- Howard, My Twin
- What the Clown Sees

Additional Resources

- Practice Book
- Spelling Practice Book
- Language Handbook

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Imagine That

Story: The Day Jimmy Boa Ate the Wash

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.2.2 Reading Critically in all Content Areas: <i>Students read, understand, and respond to informational text.</i></p> <p>D. Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers.</p> <p>E. Read, understand, and respond to essential content of text in all academic areas.</p> <p>1.3.2 Reading, Analyzing and Interpreting Literature- Fiction and Non-Fiction: <i>Students read and respond to works of literature.</i></p> <p>A. Read, understand, and respond to works from various genres of literature.</p> <p>B. Recognize and identify different types of genres such as poetry, drama, and fiction.</p> <p>C. Identify literary elements (characters, setting, and plot) in selected readings.</p>	<p>Fluency</p> <ul style="list-style-type: none"> • Mime it • Print Cues: conversation • Echo Read • Story CD <p style="padding-left: 20px;">Connect to leveled reader</p> <p>Genre</p> <ul style="list-style-type: none"> • Fantasy/ Social Studies <p>Comprehension</p> <ul style="list-style-type: none"> • Cause and effect • Make and confirm predictions • Retelling and summarize <p>Narrative elements</p> <ul style="list-style-type: none"> • Characters, setting, plot, problem, solution 	<p>Assessment</p> <ul style="list-style-type: none"> • End of selection test <p>CD-ROM</p> <ul style="list-style-type: none"> • Mission Comprehension • Media Literacy and Communication • Grammar Jingles • Writing Express • Reading and Language Skills <p>Cross Curricular Integration</p> <ul style="list-style-type: none"> • Science: Corn and its products, Animal classification, Compare soils • Social Studies: From farm to home, History of corn, Animal products that come from farms • Writing: Film critic, Write a riddle • Movement Center: Move like a snake • Computer Center: use word processing program to write a poem, Cut and paste clip art for a poster

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Imagine That

Story: The Day Jimmy Boa Ate the Wash

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.4.2 Types of Writing: *Students write for different purposes and audiences.*

- A. Write organized detailed descriptive poems and stories that include **literary elements**.
- B. Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).

1.5.2 Quality of Writing: *Students write clear and focused text to convey a well-defined perspective and appropriate content.*

- A. Write with a **focus**, with an understanding of topic and audience.
- B. Develop content appropriate for the topic.
 - Gather and organize information, incorporating details relevant to the topic
 - Write a series of related sentences or paragraphs with one central idea.
- C. Organize writing in a logical order.
 - Include a recognizable beginning, middle and end.
- D. Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.
- E. Revise writing to improve detail and order by identifying missing information.
- F. Use grade appropriate **conventions of language** when writing and editing.

Writer's Craft

- Organization: Good Beginning
- Journal writing

Kid Writing/Writer's Craft

- Analyze a Personal Story
- Focus on Beginning of Story
- Focus on Good Beginning
- Prewrite and Draft
- Revise and Reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)

Handwriting

- Zaner Bloser: Manuscript/Introduce cursive

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Imagine That

Story: The Day Jimmy Boa Ate the Wash

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<ul style="list-style-type: none"> • Spell common frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation. <p>1.6.2 Speaking and Listening: <i>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</i></p> <p>A. Listen actively and respond to others in small and large group situations.</p> <ul style="list-style-type: none"> • Respond with grade level appropriate questions, ideas, information, or opinions. <p>B. Use appropriate volume, clarity, and gestures in individual or group situations. Deliver an oral report on an assigned topic.</p> <p>1.7.2 Characteristics and Functions of the English Language: <i>Students recognize formal and informal language and its use in speech, writing, and literature.</i></p> <p>A. Recognize formal and informal language used in speech, writing, and literature.</p>	<p>Grammar</p> <ul style="list-style-type: none"> • Pronouns <p>Listening</p> <ul style="list-style-type: none"> • Read Aloud Anthology • Choral Reading • Sharing Literature <p>Speaking</p> <ul style="list-style-type: none"> • Author's chair • Role playing <p>Grammar</p> <ul style="list-style-type: none"> • Pronouns <p>Writer's Craft</p> <ul style="list-style-type: none"> • Organization: Good Beginning <p>Writing prompts</p> <p>Kid Writing/Writer's Craft</p> <ul style="list-style-type: none"> • Prewrite and draft • Revise and reflect • Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) 	

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Imagine That

Story: The Day Jimmy Boa Ate the Wash

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.8.2 Research: <i>Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.</i></p> <ul style="list-style-type: none"> A. Generate questions and locate answers about a specific topic. B. Conduct research on self-selected or assigned topics using specified sources. C. Share and explain the results of research using visual aids. <p>1.9.2 Information, Communication, and Technology Literacy: <i>Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.</i></p> <ul style="list-style-type: none"> A. Use media and technology resources for directed and independent learning activities B. Select media sources to locate information. 	<ul style="list-style-type: none"> • Introduction to research will be differentiated to student needs at the discretion of the teacher utilizing Harcourt and Cross Curricular topics • Ancillary resources are used to meet standard 1.8 <p>Computer</p> <ul style="list-style-type: none"> • Use word processing program to write poems • Use a draw program to cut and paste clip art for a poster • Ancillary resources are used to meet standard 1.9 • Introduction to technology will be differentiated to student needs at the discretion of the teacher 	

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Imagine That

Story: How I Spent My Summer Vacation

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

1.1.2 Reading Independently: *Students apply a wide range of strategies.*

- A. Identify the author's purpose and type, using grade level text.
- B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.
- C. Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.
- D. Demonstrate comprehension/ understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.
- E. Demonstrate accuracy and automaticity, in oral reading of grade level text.

FOCUS POINT

Decoding/Phonics

- Vowel diphthongs: /oi/ oi, oy

Vocabulary

- Story words: captured, imagination, manners, matador, plains, relax, vacation

Spelling Words:

- voices, cowboys, toy, enjoyment, oil, point, join, soil, joy, coin, around, without, fire, train, wait

High Frequency Words

- fire, rock, tell, train, wait
- Introduce words from the attached **Dolch Word** list (Second Grade list) as appropriate to correlate with Independent Readers, Decodable Books, as well as the anthology.

Word Study

- Vowel diphthongs: /oi/ oi, oy
- r-Controlled vowels: /ir/ ear, eer
- Synonyms

Comprehension

- Cause and effect
- Make inferences
- Retelling and summarize
- Sequencing

CLASSROOM RESOURCES

Teaching Tools

- Teacher's Edition – Volume 2.1
- Student anthology
- Vocabulary flashcards: captured, imagination, manner, matador, plains, relax, vacation
- Big Book of Rhymes : Spoiled Roy
- Audio text 2
- Intervention kits
- Intervention Stations
- Transparencies: # 112-118
- Comprehension Cards: #17
- Harcourt website
www.harcourtschool.com
www.eharcourt.com

Books for All Learners

- **Below-Level:** Around the Campfire
- **On – Level:** Teddy Takes a Vacation
- **Advanced:** What Jason's Mom Didn't See
- **ELL:** Pack Your Pajamas

Decodable Book # 13

- Chuck's Choice
- Moira's Voice
- Floyd and His Oysters
- The Joyful Voyage

Additional Resources

- Practice Book
- Spelling Practice Book
- Language Handbook

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Imagine That

Story: How I Spent My Summer Vacation

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.2.2 Reading Critically in all Content Areas: <i>Students read, understand, and respond to informational text.</i></p> <ul style="list-style-type: none"> D. Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers. E. Read, understand, and respond to essential content of text in all academic areas. <p>1.3.2 Reading, Analyzing and Interpreting Literature- Fiction and Non-Fiction: <i>Students read and respond to works of literature.</i></p> <ul style="list-style-type: none"> A. Read, understand, and respond to works from various genres of literature. B. Recognize and identify different types of genres such as poetry, drama, and fiction. C. Identify literary elements (characters, setting, and plot) in selected readings. 	<p>Comprehension</p> <ul style="list-style-type: none"> • Connect to leveled reader text <p>Genre</p> <ul style="list-style-type: none"> • Fantasy <p>Comprehension</p> <ul style="list-style-type: none"> • Cause and effect • Make and confirm predictions • Retelling and summarize • Sequencing <p>Narrative elements</p> <ul style="list-style-type: none"> • Characters, setting, plot, problem, solution 	<p>Assessment</p> <ul style="list-style-type: none"> • End of selection test <p>CD-ROM</p> <ul style="list-style-type: none"> • Mission Comprehension • Media Literacy and Communication • Grammar Jingles • Writing Express • Reading and Language Skills <p>Cross Curricular Integration</p> <ul style="list-style-type: none"> • Science: Traveling the land, Sources of heat • Social Studies: Life on the range, A cowboy's life, Identify plains, • Writing: Create a brochure, Write a postcard • Computer Center: use word processing program to make a brochure, cut and paste clip art for brochure • Art Center: Create a cowboy mural

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Imagine That

Story: How I Spent My Summer Vacation

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.4.2 Types of Writing: *Students write for different purposes and audiences.*

- A. Write organized detailed descriptive poems and stories that include **literary elements**.
- B. Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).

1.5.2 Quality of Writing: *Students write clear and focused text to convey a well-defined perspective and appropriate content.*

- A. Write with a **focus**, with an understanding of topic and audience.
- B. Develop content appropriate for the topic.
 - Gather and organize information, incorporating details relevant to the topic
 - Write a series of related sentences or paragraphs with one central idea.
- C. Organize writing in a logical order.
 - Include a recognizable beginning, middle and end.
- D. Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.
- E. Revise writing to improve detail and order by identifying missing information.
- F. Use grade appropriate **conventions of language** when writing and editing.

Writer's Craft

- Voice: Audience and Purpose
- Friendly letter
- Journal writing

Kid Writing/Writer's Craft

- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)

Handwriting

- Zaner Bloser: Manuscript/Introduce cursive

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Imagine That

Story: How I Spent My Summer Vacation

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<ul style="list-style-type: none"> • Spell common frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation <p>1.6.2 Speaking and Listening: <i>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</i></p> <p>A. Listen actively and respond to others in small and large group situations.</p> <ul style="list-style-type: none"> • Respond with grade level appropriate questions, ideas, information, or opinions. <p>B. Use appropriate volume, clarity, and gestures in individual or group situations. Deliver an oral report on an assigned topic.</p> <p>1.7.2 Characteristics and Functions of the English Language: <i>Students recognize formal and informal language and its use in speech, writing, and literature.</i></p> <p>A. Recognize formal and informal language used in speech, writing, and literature.</p>	<p>Grammar</p> <ul style="list-style-type: none"> • Describing words <p>Listening</p> <ul style="list-style-type: none"> • Read Aloud Anthology • Choral Reading • Sharing Literature <p>Speaking</p> <ul style="list-style-type: none"> • Author's chair • Role playing <p>Grammar</p> <ul style="list-style-type: none"> • Describing words <p>Writer's Craft</p> <ul style="list-style-type: none"> • Voice: Audience and Purpose • Friendly letter • Journal writing <p>Writing prompts</p> <p>Kid Writing/Writer's Craft</p> <ul style="list-style-type: none"> • Prewrite and draft • Revise and reflect • Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) 	

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Imagine That

Story: How I Spent My Summer Vacation

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.8.2 Research: *Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.*

- A. Generate questions and locate answers about a specific topic.
- B. Conduct **research** on self-selected or assigned topics using **specified** sources.
- C. Share and explain the results of research using visual aids.

1.9.2 Information, Communication, and Technology Literacy: *Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.*

- A. Use media and technology resources for directed and independent learning activities
- B. Select media sources to locate information.

Research

- Use non-fiction books, encyclopedias, or the internet to find interesting facts about life on the range.
- Introduction to research will be differentiated to student needs at the discretion of the teacher utilizing Harcourt and Cross Curricular topics
- Ancillary resources are used to meet standard 1.8

Computer

- Use word processing program to make a brochure
- Cut and paste clip art for brochure
- Ancillary resources are used to meet standard 1.9
- Introduction to technology will be differentiated to student needs at the discretion of the teacher

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Imagine That
Story: Dear Mr. Blueberry**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

1.1.2 Reading Independently: *Students apply a wide range of strategies.*

- A. Identify the author's purpose and type, using grade level text.
- B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.
- C. Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.
- D. Demonstrate comprehension/ understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.
- E. Demonstrate accuracy and automaticity, in oral reading of grade level text.

FOCUS POINT

Decoding/Phonics

- Vowel digraphs: /ōō/ oo, ue

Vocabulary

- Story words: **details, disappoint, forcibly, information, oceans, stroke**

Spelling Words

- blue, too, glue, zoo, room, clue, due, rooftop, true, noontime, cowboys, voices, letter, sea, won't

High Frequency Words

- feed, letter, lost, sea, won't
- Introduce words from the attached **Dolch Word** list (Second Grade list) as appropriate to correlate with Independent Readers, Decodable Books, as well as the anthology.

Word Study

- Vowel digraphs: /ōō/ oo, ue
- Syllable patterns: compound words
- Suffixes: -ful, -less
- Consonant digraphs: /n/ gn, kn; /r/ wr
- Synonyms

Comprehension

- Make inferences
- Retelling and summarize
- Read ahead
- Look at word bits and parts

Narrative Elements

- Character, setting, plot, problem, solution

CLASSROOM RESOURCES

Teaching Tools

- Teacher's Edition – Volume 2.1
- Student anthology
- Vocabulary flashcards: **details, disappoint, forcibly, information, oceans, stroke**
- Big Book of Rhymes : To Feel Better Soon
- Audio text
- Intervention kits
- Intervention Stations
- Transparencies: # 119-125
- Comprehension Cards: #18
- Harcourt website
www.harcourtschool.com
www.eharcourt.com

Books for All Learners

- **Below-Level:** The World Under the Water
- **On – Level:** Justin's Alligator
- **Advanced:** Saving Ben
- **ELL:** A Happy Cat

Decodable Book # 14

- Cooper's Cool Idea
- The Tool Room
- A True Test
- True-Blue Friend

Additional Resources

- Practice Book
- Spelling Practice Book
- Language Handbook

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Imagine That
Story: Dear Mr. Blueberry**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.2.2 Reading Critically in all Content Areas: <i>Students read, understand, and respond to informational text.</i></p> <p>A. Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers.</p> <p>B. Read, understand, and respond to essential content of text in all academic areas.</p> <p>1.3.2 Reading, Analyzing and Interpreting Literature- Fiction and Non-Fiction: <i>Students read and respond to works of literature.</i></p> <p>A. Read, understand, and respond to works from various genres of literature.</p> <p>B. Recognize and identify different types of genres such as poetry, drama, and fiction.</p> <p>C. Identify literary elements (characters, setting, and plot) in selected readings.</p>	<p>Fluency</p> <ul style="list-style-type: none"> • Whisper read • Print Cues • Partner Reading • Favorite Part • Finger Puppets <p>Comprehension</p> <ul style="list-style-type: none"> • Make inferences • Look at word bits and parts • Retelling and summarize • Read ahead • Connect to leveled reader text <p>Narrative elements</p> <ul style="list-style-type: none"> • Characters, setting, plot, problem, solution <p>Genre</p> <ul style="list-style-type: none"> • Informational Story/Language Arts 	<p>Library Books Collection</p> <ul style="list-style-type: none"> • The Puddle Pail by Elisa Kleven <p>Assessment</p> <ul style="list-style-type: none"> • End of selection test <p>CD-ROM</p> <ul style="list-style-type: none"> • Mission Comprehension • Media Literacy and Communication • Grammar Jingles • Writing Express • Reading and Language Skills <p>Cross Curricular Integration</p> <ul style="list-style-type: none"> • Science: Mammals or fish? Growth of a whale, Migration • Social Studies: Pond habitat, Using a map, Use a compass rose • Writing: Whale tales, Write a letter • Computer Center: use drawing and painting program to create pictures of their favorite mammal, use computer encyclopedia to find facts about mammals • Math Center: Estimating and measuring, Calendar time, Locate postmark

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Imagine That
Story: Dear Mr. Blueberry

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.4.2 Types of Writing: *Students write for different purposes and audiences.*

- A. Write organized detailed descriptive poems and stories that include **literary elements**.
- B. Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).

1.5.2 Quality of Writing: *Students write clear and focused text to convey a well-defined perspective and appropriate content.*

- A. Write with a **focus**, with an understanding of topic and audience.
- B. Develop content appropriate for the topic.
 - Gather and organize information, incorporating details relevant to the topic
 - Write a series of related sentences or paragraphs with one central idea.
- C. Organize writing in a logical order.
 - Include a recognizable beginning, middle and end.
- D. Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.
- E. Revise writing to improve detail and order by identifying missing information.
- F. Use grade appropriate **conventions of language** when writing and editing.

Writer's Craft

- Writing process: invitation
- Journal writing

Kid Writing/Writer's Craft

- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)

Handwriting

- Zaner Bloser: Manuscript/Introduce cursive

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Imagine That
Story: Dear Mr. Blueberry**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<ul style="list-style-type: none"> • Spell common frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation <p>1.6.2 Speaking and Listening: <i>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</i></p> <p>A. Listen actively and respond to others in small and large group situations.</p> <ul style="list-style-type: none"> • Respond with grade level appropriate questions, ideas, information, or opinions. <p>B. Use appropriate volume, clarity, and gestures in individual or group situations. Deliver an oral report on an assigned topic.</p> <p>1.7.2 Characteristics and Functions of the English Language: <i>Students recognize formal and informal language and its use in speech, writing, and literature.</i></p> <p>A. Recognize formal and informal language used in speech, writing, and literature.</p>	<p>Grammar</p> <ul style="list-style-type: none"> • Describing words <p>Listening</p> <ul style="list-style-type: none"> • Read Aloud Anthology • Choral Reading • Sharing Literature <p>Speaking</p> <ul style="list-style-type: none"> • Author's chair • Tongue twister <p>Grammar</p> <ul style="list-style-type: none"> • Describing words <p>Writer's Craft</p> <ul style="list-style-type: none"> • Writing process: invitation <p>Writing prompts</p> <p>Kid Writing/Writer's Craft</p> <ul style="list-style-type: none"> • Prewrite and draft • Revise and reflect • Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) 	

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Imagine That
Story: Dear Mr. Blueberry**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.8.2 Research: <i>Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.</i></p> <ul style="list-style-type: none"> A. Generate questions and locate answers about a specific topic. B. Conduct research on self-selected or assigned topics using specified sources. C. Share and explain the results of research using visual aids. <p>1.9.2 Information, Communication, and Technology Literacy: <i>Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.</i></p> <ul style="list-style-type: none"> A. Use media and technology resources for directed and independent learning activities B. Select media sources to locate information. 	<ul style="list-style-type: none"> • Introduction to research will be differentiated to student needs at the discretion of the teacher utilizing Harcourt and Cross Curricular topics • Ancillary resources are used to meet standard 1.8 <p>Computer</p> <ul style="list-style-type: none"> • Use computer encyclopedia to find facts about mammals • Use drawing and painting program to create pictures of their favorite mammal, use computer encyclopedia to find facts about mammals • Ancillary resources are used to meet standard 1.9 • Introduction to technology will be differentiated to student needs at the discretion of the teacher 	

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Imagine That
Story: Cool Ali**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

1.1.2 Reading Independently: *Students apply a wide range of strategies.*

- A. Identify the author's purpose and type, using grade level text.
- B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.
- C. Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.
- D. Demonstrate comprehension/ understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.
- E. Demonstrate accuracy and automaticity, in oral reading of grade level text.

FOCUS POINT

Decoding/Phonics

- Inflections: -es (f to v)

Vocabulary

- Story words: admired, fussed, haze, mimicked, notice, pale

Spelling Words

- wife, wives, leaf, leaves, elf, elves, shelf, shelves, life, lives, rooftop, true, bone, draw, whose

High Frequency Words

- Bone, box, draw, pictures, whose
- Introduce words from the attached **Dolch Word** list (Second Grade list) as appropriate to correlate with Independent Readers, Decodable Books, as well as the anthology.

Word Study

- Antonyms
- Create mental images
- Compound words
- Suffixes: -ful, -less
- Common abbreviations
- Identify and sort syllables

Comprehension

- Create mental images
- Retelling and summarize
- Pre-reading strategies

Narrative Elements

- Character, setting, plot, problem, solution

CLASSROOM RESOURCES

Teaching Tools

- Teacher's Edition – Volume 2.1
- Student anthology
- Vocabulary flashcards: admired, fussed, haze, mimicked, notice, pale
- Big Book of Rhymes : Seasons
- Audio text 2
- Intervention kits
- Intervention Stations
- Transparencies: # 126-132
- Comprehension Cards: #19
- Harcourt website
www.harcourtschool.com
www.eharcourt.com

Books for All Learners

- **Below-Level:** Rainy Day Pictures
- **On – Level:** Very Cool Rain
- **Advanced:** Secrets From a Cave
- **ELL:** Water and the Weather

Additional Resources

- Practice Book
- Spelling Practice Book
- Language Handbook

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Imagine That
Story: Cool Ali

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.2.2 Reading Critically in all Content Areas:

Students read, understand, and respond to informational text.

- A. Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers.
- B. Read, understand, and respond to essential content of text in all academic areas.

1.3.2 Reading, Analyzing and Interpreting

Literature- Fiction and Non-Fiction: *Students read and respond to works of literature.*

- A. Read, understand, and respond to works from various **genres** of literature.
- B. Recognize and identify different types of **genres** such as poetry, drama, and fiction.
- C. Identify literary elements (characters, setting, and plot) in selected readings.
- D. Identify **literary devices** in selected readings (e.g., **personification, onomatopoeia, alliteration**).

Comprehension

- Create mental images
- Retelling and summarize
- Pre-reading strategies
- Connect to leveled reader text

Genre

- Realistic Fiction/Social Studies

Narrative elements

- Characters, setting, plot, problem, solution

Literary Devices

- Onomatopoeia (sounds words)

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Imagine That
Story: Cool Ali

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.4.2 Types of Writing: *Students write for different purposes and audiences.*

- A. Write organized detailed descriptive poems and stories that include **literary elements**.

Writer's Craft

- Personal story
- Journal writing

1.5.2 Quality of Writing: *Students write clear and focused text to convey a well-defined perspective and appropriate content.*

- A. Write with a **focus**, with an understanding of topic and audience.
- B. Develop content appropriate for the topic.
- Gather and organize information, incorporating details relevant to the topic
 - Write a series of related sentences or paragraphs with one central idea.
- C. Organize writing in a logical order.
- Include a recognizable beginning, middle and end.
- D. Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.
- E. Revise writing to improve detail and order by identifying missing information.
- F. Use grade appropriate **conventions of language** when writing and editing.

Kid Writing/Writer's Craft

- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)

Handwriting

- Zaner Bloser: Manuscript/Introduce cursive

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Imagine That
Story: Cool Ali**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<ul style="list-style-type: none"> • Spell common frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. <p>Use correct grammar and sentence formation.</p> <p>1.6.2 Speaking and Listening: <i>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</i></p> <p>A. Listen actively and respond to others in small and large group situations.</p> <ul style="list-style-type: none"> • Respond with grade level appropriate questions, ideas, information, or opinions. <p>B. Use appropriate volume, clarity, and gestures in individual or group situations. Deliver an oral report on an assigned topic.</p> <p>1.7.2 Characteristics and Functions of the English Language: <i>Students recognize formal and informal language and its use in speech, writing, and literature.</i></p> <p>A. Recognize formal and informal language used in speech, writing, and literature.</p>	<p>Grammar</p> <ul style="list-style-type: none"> • Words that tell how many <p>Listening</p> <ul style="list-style-type: none"> • Read Aloud Anthology • Choral Reading • Sharing Literature <p>Speaking</p> <ul style="list-style-type: none"> • Author's chair • Nursery rhymes <p>Grammar</p> <ul style="list-style-type: none"> • Words that tell how many <p>Writer's Craft</p> <ul style="list-style-type: none"> • Personal story <p>Writing prompts</p> <p>Kid Writing/Writer's Craft</p> <ul style="list-style-type: none"> • Prewrite and draft • Revise and reflect • Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) 	

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: *Imagine That*
Story: *Cool Ali*

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.8.2 Research: *Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.*

- A. Generate questions and locate answers about a specific topic.
- B. Conduct **research** on self-selected or assigned topics using **specified** sources.
- C. Share and explain the results of research using visual aids.

1.9.2 Information, Communication, and Technology Literacy: *Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.*

- A. Use media and technology resources for directed and independent learning activities
- B. Select media sources to locate information.

- Introduction to research will be differentiated to student needs at the discretion of the teacher utilizing Harcourt and Cross Curricular topics
- Ancillary resources are used to meet standard 1.8

Computer

- Use word processing program to write
- Ancillary resources are used to meet standard 1.9
- Introduction to technology will be differentiated to student needs at the discretion of the teacher

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Imagine That
Story: The Emperor's Egg**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

1.1.2 Reading Independently: *Students apply a wide range of strategies.*

- A. Identify the author's purpose and type, using grade level text.
- B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.
- C. Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.
- D. Demonstrate comprehension/ understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.
- E. Demonstrate accuracy and automaticity, in oral reading of grade level text.

FOCUS POINT

Decoding/Phonics

- Suffixes: ing, -ly

Vocabulary

- Story words: **flippers, hatch, horizon, miserable, slippery, waddled**

Spelling Words

- completely, actually, doing, taking, swimming, eating, slowly, starting, standing, freezing, leaf, leaves, important, nothing, dinner

High Frequency Words

- dinner, important, nothing, seem, stay
- Introduce words from the attached **Dolch Word** list (Second Grade list) as appropriate to correlate with Independent Readers, Decodable Books, as well as the anthology.

Word Study

- Inflections: -s, -es (y to i)
- Suffixes: -ing, -ly

Comprehension

- Fact and fiction
- Retelling and summarize
- Look at word bits and parts

Narrative Elements

- Character, setting, plot, problem, solution

CLASSROOM RESOURCES

Teaching Tools

- Teacher's Edition – Volume 2.1
- Student anthology
- Vocabulary flashcards: **flippers, hatch, horizon, miserable, slippery, waddled**
- Big Book of Rhymes: Seasons
- Audio text 2
- Intervention Kits
- Intervention Stations
- Transparencies: # **133-137**
- Comprehension Cards: #**20**
- Harcourt website
www.harcourtschool.com
www.eharcourt.com

Books for All Learners

- **Below-Level:** Staying Warm
- **On – Level:** Eggs
- **Advanced:** Antarctica's Challenge
- **ELL:** Animal Babies That Hatch

Additional Resources

- Practice Book
- Spelling Practice Book
- Language Handbook

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Imagine That
Story: The Emperor's Egg**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.2.2 Reading Critically in all Content Areas: <i>Students read, understand, and respond to informational text.</i></p> <p>A. Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers.</p> <p>B. Read, understand, and respond to essential content of text in all academic areas.</p> <p>1.3.2 Reading, Analyzing and Interpreting Literature- Fiction and Non-Fiction: <i>Students read and respond to works of literature.</i></p> <p>A. Read, understand, and respond to works from various genres of literature.</p> <p>B. Recognize and identify different types of genres such as poetry, drama, and fiction.</p> <p>C. Identify literary elements (characters, setting, and plot) in selected readings.</p>	<p>Fluency</p> <ul style="list-style-type: none"> • Call and Respond • Partner Reading • Favorite Part <p>Comprehension</p> <ul style="list-style-type: none"> • Fact and fiction • Retelling and summarize • Look at word bits and parts • Connect to leveled reader <p>Genre</p> <ul style="list-style-type: none"> • Informational book/science 	<p>Assessment</p> <ul style="list-style-type: none"> • End of selection test <p>CD-ROM</p> <ul style="list-style-type: none"> • Mission Comprehension • Media Literacy and Communication • Grammar Jingles • Writing Express • Reading and Language Skills <p>Cross Curricular Integration</p> <ul style="list-style-type: none"> • Science: Create penguin trading cards of information, Seasons in hemispheres • Social Studies: Explore Antarctica, Locate Antarctica, Find where you live • Writing: Penguin news story, Write a paragraph • Computer Center: Use word processing program to write a headline • Health Center: Make a menu for a penguin • Math: Calendar (care of egg)

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Imagine That
Story: The Emperor's Egg

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.4.2 Types of Writing: *Students write for different purposes and audiences.*

- A. Write organized detailed descriptive poems and stories that include **literary elements**.

1.5.2 Quality of Writing: *Students write clear and focused text to convey a well-defined perspective and appropriate content.*

- A. Write with a **focus**, with an understanding of topic and audience.
- B. Develop content appropriate for the topic.
- Gather and organize information, incorporating details relevant to the topic
 - Write a series of related sentences or paragraphs with one central idea.
- C. Organize writing in a logical order.
- Include a recognizable beginning, middle and end.
- D. Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.
- E. Revise writing to improve detail and order by identifying missing information.
- F. Use grade appropriate **conventions of language** when writing and editing.

Writer's Craft

- List of transition words
- Summary
- Fantasy story
- E-mail
- Picture book
- Journal writing

Kid Writing/Writer's Craft

- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)

Handwriting

- Zaner Bloser: Manuscript/Introduce cursive

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Imagine That
Story: The Emperor's Egg**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<ul style="list-style-type: none"> • Spell common frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation. <p>1.6.2 Speaking and Listening: <i>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</i></p> <p>A. Listen actively and respond to others in small and large group situations.</p> <ul style="list-style-type: none"> • Respond with grade level appropriate questions, ideas, information, or opinions. <p>B. Use appropriate volume, clarity, and gestures in individual or group situations. Deliver an oral report on an assigned topic.</p> <p>1.7.2 Characteristics and Functions of the English Language: <i>Students recognize formal and informal language and its use in speech, writing, and literature.</i></p> <p>A. Recognize formal and informal language used in speech, writing, and literature.</p>	<p>Grammar Words that compare</p> <p>Listening</p> <ul style="list-style-type: none"> • Read Aloud Anthology • Choral Reading • Sharing Literature <p>Speaking</p> <ul style="list-style-type: none"> • Author's chair • Nursery rhymes <p>Grammar</p> <ul style="list-style-type: none"> • Words that compare <p>Writer's Craft</p> <ul style="list-style-type: none"> • List of transition words • Summary • Fantasy story • E-mail • Picture book • Journal writing <p>Writing prompts</p> <p>Kid Writing/Writer's Craft</p> <ul style="list-style-type: none"> • Prewrite and draft • Revise and reflect • Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) 	

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Imagine That
Story: The Emperor's Egg

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.8.2 Research: *Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.*

- A. Generate questions and locate answers about a specific topic.
- B. Conduct **research** on self-selected or assigned topics using **specified** sources.
- C. Share and explain the results of research using visual aids.

1.9.2 Information, Communication, and Technology Literacy: *Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.*

- A. Use media and technology resources for directed and independent learning activities
- B. Select media sources to locate information.

- Introduction to research will be differentiated to student needs at the discretion of the teacher utilizing Harcourt and Cross Curricular topic
- Ancillary resources are used to meet standard 1.8

Computer

- Use word processing program to write a headline
- Introduction to technology will be differentiated to student needs at the discretion of the teacher
- Ancillary resources are used to meet standard 1.9

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Neighborhood News
Story: The Pine Park Mystery**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

1.1.2 Reading Independently: *Students apply a wide range of strategies.*

- A. Identify the author's purpose and type, using grade level text.
- B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.
- C. Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.
- D. Demonstrate comprehension/ understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.
- E. Demonstrate accuracy and automaticity, in oral reading of grade level text.

FOCUS POINT

Decoding/Phonics

- Prefixes: re, pre

Vocabulary

- Story words: **caused, clasp, confused, cornered, objects, removes, typical**

Spelling Words

- remove, return, recycle, replace, recall, preheat, prepay, preschool, preview, prefix, swimming, doing, maybe, near, park

High Frequency Words

- Near, park, sign, maybe, isn't
- Introduce words from the attached **Dolch Word** list (Second Grade list) as appropriate to correlate with Independent Readers, Decodable Books, as well as the anthology.

Word Study

- Syllable pattern: prefixes- re, pre, mis, under
- Vowel diphthongs /ou/ ou, ow

Comprehension

- Narrative elements
- Use context to confirm meaning

Narrative Elements

- Characters, setting, plot, problem, solution

CLASSROOM RESOURCES

Teaching Tools

- Teacher's Edition – Volume 2-2
- Student anthology
- Vocabulary flashcards: **caused, clasp, confused, cornered, objects, removes, typical**
- Audio text 2
- Comprehension Card # 21
- Intervention kits
- Intervention Stations
- Transparencies: # 138-145
- Harcourt website
www.harcourtschool.com
www.eharcourt.com

Books for All Learners

- **Below-Level:** Minnie the Talking Bird
- **On – Level:** Sam's Chase
- **Advanced:** The Return of the Peregrine Falcon
- **ELL:** Getting Around in the City

Additional Resources

- Practice Book
- Spelling Practice Book
- Language Handbook

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Neighborhood News
Story: The Pine Park Mystery**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.2.2 Reading Critically in all Content Areas: <i>Students read, understand, and respond to informational text.</i></p> <ul style="list-style-type: none"> A. Use text organization and content to derive meaning from text using criteria. C. Identify essential and nonessential information within and across a variety of texts. D. Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers. E. Read, understand, and respond to essential content of text in all academic areas. <p>1.3.2 Reading, Analyzing and Interpreting Literature- Fiction and Non-Fiction: <i>Students read and respond to works of literature.</i></p> <ul style="list-style-type: none"> A. Read, understand, and respond to works from various genres of literature. B. Recognize and identify different types of genres such as poetry, drama, and fiction. C. Identify literary elements (characters, setting, and plot) in selected readings. 	<p>Fluency</p> <ul style="list-style-type: none"> • Acting out <p>Partner reading</p> <p>Comprehension</p> <ul style="list-style-type: none"> • Use context to confirm meaning • Connect to leveled reader <p>Comprehension</p> <ul style="list-style-type: none"> • Narrative elements • Connect to leveled reader text <p>Narrative elements</p> <ul style="list-style-type: none"> • Characters, setting, plot, problem, solution <p>Genre</p> <ul style="list-style-type: none"> • Play 	<p>Assessment</p> <ul style="list-style-type: none"> • End of selection test <p>CD-ROM</p> <ul style="list-style-type: none"> • Mission Comprehension • Media Literacy and Communication • Grammar Jingles • Writing Express • Reading and Language Skills <p>Cross Curricular Integration</p> <ul style="list-style-type: none"> • Science: Birds, Recycling, Mynah birds, Bird watching • Social Studies: Community jobs, The role of a mayor • Computer: Create a program for a class play • Drama: Scene reading • Writing Center: What happens next? Write a scene using dialogue

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Neighborhood News
Story: The Pine Park Mystery

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.4.2 Types of Writing: *Students write for different purposes and audiences.*

- A. Write organized detailed descriptive poems and stories that include **literary elements**.
- B. Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).

1.5.2 Quality of Writing: *Students write clear and focused text to convey a well-defined perspective and appropriate content.*

- A. Write with a **focus**, with an understanding of topic and audience.
- B. Develop content appropriate for the topic.
 - Gather and organize information, incorporating details relevant to the topic
 - Write a series of related sentences or paragraphs with one central idea.
- C. Organize writing in a logical order.
 - Include a recognizable beginning, middle and end.
- D. Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.
- E. Revise writing to improve detail and order by identifying missing information.
- F. Use grade appropriate **conventions of language** when writing and editing.

Writer's Craft

- Word Choice: Telling what something is like

Kid Writing/Writer's Craft

- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)

Handwriting

- Zaner Bloser: Manuscript/Introduce cursive

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Neighborhood News
Story: The Pine Park Mystery**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<ul style="list-style-type: none"> • Spell common frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation. <p>1.6.2 Speaking and Listening: <i>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</i></p> <p>A. Listen actively and respond to others in small and large group situations.</p> <ul style="list-style-type: none"> • Respond with grade level appropriate questions, ideas, information, or opinions. <p>B. Use appropriate volume, clarity, and gestures in individual or group situations. Deliver an oral report on an assigned topic.</p> <p>1.7.2 Characteristics and Functions of the English Language: <i>Students recognize formal and informal language and its use in speech, writing, and literature.</i></p> <p>A. Recognize formal and informal language used in speech, writing, and literature.</p>	<p>Grammar</p> <ul style="list-style-type: none"> • Verbs that tell about now <p>Listening</p> <ul style="list-style-type: none"> • Read Aloud Anthology • Choral Reading • Sharing Literature <p>Speaking</p> <ul style="list-style-type: none"> • Author's chair • Act out <p>Grammar</p> <ul style="list-style-type: none"> • Verbs that tell about now <p>Writer's Craft</p> <ul style="list-style-type: none"> • Word Choice: Telling what something is like <p>Writing prompts</p> <p>Kid Writing/Writer's Craft</p> <ul style="list-style-type: none"> • Prewrite and draft • Revise and reflect • Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) 	

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: **Neighborhood News**
Story: **The Pine Park Mystery**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.8.2 Research: *Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.*

- A. Generate questions and locate answers about a specific topic.
- B. Conduct **research** on self-selected or assigned topics using **specified** sources.
- C. Share and explain the results of research using visual aids.

1.9.2 Information, Communication, and Technology Literacy: *Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.*

- A. Use media and technology resources for directed and independent learning activities
- B. Select media sources to locate information.

- Introduction to research will be differentiated to student needs at the discretion of the teacher utilizing Harcourt and Cross Curricular topics
- Ancillary resources are used to meet standard 1.8

Computer

- Use a computer word program to create a program for a class play
- Ancillary resources are used to meet standard 1.9
- Introduction to technology will be differentiated to student needs at the discretion of the teacher

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Neighborhood News
Story: Good-bye Curtis**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

1.1.2 Reading Independently: *Students apply a wide range of strategies.*

- A. Identify the author's purpose and type, using grade level text.
- B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.
- C. Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.
- D. Demonstrate comprehension/ understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.
- E. Demonstrate accuracy and automaticity, in oral reading of grade level text.

FOCUS POINT

Decoding/Phonics

- Contractions- 'll, n't, 's

Vocabulary

- Story words: **addresses, clerk, grown, honor, pour, route**

Spelling Words

- We'll, I'll, you'll, they'll, don't, can't, isn't, it's, that's, shouldn't, preheat, recycle, shop, surprise, kittens

High Frequency Words

- surprise, miss, steps, kittens, shop
- Introduce words from the attached **Dolch Word** list (Second Grade list) as appropriate to correlate with Independent Readers, Decodable Books, as well as the anthology.

Word Study

- Inflections –es (f to v)
- Contractions
- Antonyms

Comprehension

- Compare/contrast
- Sequence events/summarize

Narrative Elements

- Characters, setting, plot, problem, solution

Fluency

- Expressive reading

CLASSROOM RESOURCES

Teaching Tools

- Teacher's Edition – Volume 2-2
- Student anthology
- Vocabulary flashcards: **addresses, clerk, grown, honor, pour, route**
- Audio text 2
- Comprehension Card # 22
- Intervention kits
- Intervention Stations
- Transparencies: **#146-152**
- Harcourt website
www.harcourtschool.com
www.eharcourt.com

Books for All Learners

- **Below-Level:** In Eight More Years
- **On – Level:** Dear Friend
- **Advanced:** Family Food Store
- **ELL:** Happy Birthday Grandma

Additional Resources

- Practice Book
- Spelling Practice Book
- Language Handbook

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Neighborhood News
Story: Good-bye Curtis**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.2.2 Reading Critically in all Content Areas: <i>Students read, understand, and respond to informational text.</i></p> <ul style="list-style-type: none"> A. Use text organization and content to derive meaning from text using criteria. C. Identify essential and nonessential information within and across a variety of texts. D. Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers. E. Read, understand, and respond to essential content of text in all academic areas. <p>1.3.2 Reading, Analyzing and Interpreting Literature- Fiction and Non-Fiction: <i>Students read and respond to works of literature.</i></p> <ul style="list-style-type: none"> A. Read, understand, and respond to works from various genres of literature. B. Recognize and identify different types of genres such as poetry, drama, and fiction. C. Identify literary elements (characters, setting, and plot) in selected readings. 	<p>Comprehension</p> <ul style="list-style-type: none"> • Compare/contrast • Sequence events/summarize • Connect to leveled reader <p>Genre</p> <ul style="list-style-type: none"> • Realistic fiction <p>Narrative elements</p> <ul style="list-style-type: none"> • Characters, setting, plot, problem, solution 	<p>Library Books Collection</p> <ul style="list-style-type: none"> • The Leaving Morning by Angela Johnson <p>Assessment</p> <ul style="list-style-type: none"> • End of selection test <p>CD-ROM</p> <ul style="list-style-type: none"> • Mission Comprehension • Media Literacy and Communication • Grammar Jingles • Writing Express • Reading and Language Skills <p>Cross Curricular Integration</p> <ul style="list-style-type: none"> • Science: Make a life chart, Animal babies • Social Studies: Mail delivery, Create a personal time line • Computer: Create a stamp on a draw or paint program • Writing Center: Write a news story using the 5 W's, Write a letter of introduction • Math- Write math problems using story information, Cost of stamps

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Neighborhood News
Story: Good-bye Curtis

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.4.2 Types of Writing: *Students write for different purposes and audiences.*

- A. Write organized detailed descriptive poems and stories that include **literary elements**.
- B. Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).

1.5.2 Quality of Writing: *Students write clear and focused text to convey a well-defined perspective and appropriate content.*

- A. Write with a **focus**, with an understanding of topic and audience.
- B. Develop content appropriate for the topic.
 - Gather and organize information, incorporating details relevant to the topic
 - Write a series of related sentences or paragraphs with one central idea.
- C. Organize writing in a logical order.
 - Include a recognizable beginning, middle and end.
- D. Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.
- E. Revise writing to improve detail and order by identifying missing information.
- F. Use grade appropriate **conventions of language** when writing and editing.

Writer's Craft

- Using rhythm and rhyme: poems

Kid Writing/Writer's Craft

- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)

Handwriting

- Zaner Bloser: Manuscript/Introduce cursive

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Neighborhood News
Story: Good-bye Curtis**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<ul style="list-style-type: none"> • Spell common frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation. <p>1.6.2 Speaking and Listening: <i>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</i></p> <p>A. Listen actively and respond to others in small and large group situations.</p> <ul style="list-style-type: none"> • Respond with grade level appropriate questions, ideas, information, or opinions. <p>B. Use appropriate volume, clarity, and gestures in individual or group situations. Deliver an oral report on an assigned topic.</p> <p>1.7.2 Characteristics and Functions of the English Language: <i>Students recognize formal and informal language and its use in speech, writing, and literature.</i></p> <p>A. Recognize formal and informal language used in speech, writing, and literature.</p>	<p>Grammar</p> <ul style="list-style-type: none"> • Subject/verb agreement <p>Listening</p> <ul style="list-style-type: none"> • Read Aloud Anthology • Choral Reading • Sharing Literature <p>Speaking</p> <ul style="list-style-type: none"> • Author's chair • Expressive reading <p>Grammar</p> <ul style="list-style-type: none"> • Subject/verb agreement <p>Writer's Craft</p> <ul style="list-style-type: none"> • Using rhythm and rhyme: poems <p>Writing prompts</p> <p>Kid Writing/Writer's Craft</p> <ul style="list-style-type: none"> • Prewrite and draft • Revise and reflect • Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) 	

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Neighborhood News

Story: Good-bye Curtis

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.8.2 Research: *Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.*

- A. Generate questions and locate answers about a specific topic.
- B. Conduct **research** on self-selected or assigned topics using **specified** sources.
- C. Share and explain the results of research using visual aids.

- Introduction to research will be differentiated to student needs at the discretion of the teacher utilizing Harcourt and Cross Curricular topics
- Ancillary resources are used to meet standard 1.8

1.9.2 Information, Communication, and Technology Literacy: *Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.*

- A. Use media and technology resources for directed and independent learning activities
- B. Select media sources to locate information.

Computer

- Use a paint or draw program to create a stamp
- Introduction to technology will be differentiated to student needs at the discretion of the teacher
- Ancillary resources are used to meet standard 1.9

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Neighborhood News
Story: Max Found Two Sticks**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

1.1.2 Reading Independently: *Students apply a wide range of strategies.*

- A. Identify the author's purpose and type, using grade level text.
- B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.
- C. Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.
- D. Demonstrate comprehension/ understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.
- E. Demonstrate accuracy and automaticity, in oral reading of grade level text.

FOCUS POINT

Decoding/Phonics

- Vowel digraphs /ōō/ -ew, -ui

Vocabulary

- Story words: **appeared, conductor, created, imitated, rhythm, startled**

Spelling Words

- New, crew, stew, grew, threw, bruise, fruit, pursuit, juice, recruit, you'll, shouldn't, church, windows, sisters

High Frequency Words

- sisters, windows, pat
- Introduce words from the attached **Dolch Word** list (Second Grade list) as appropriate to correlate with Independent Readers, Decodable Books, as well as the anthology.

Word Study

- Syllable pattern: vc/v
- Prefixes: mis, under
- Vowel digraphs: /oo/ -ew, -ui
- Vowel diphthongs: /oi/ -oy, -oi

Comprehension

- Multiple meaning words
- Self- correct

CLASSROOM RESOURCES

Teaching Tools

- Teacher's Edition – Volume 2-2
- Student anthology
- Vocabulary flashcards: **appeared, conductor, created, imitated, rhythm, startled**
- Audio text 2
- Comprehension Card **#23**
- Intervention kits
- Intervention Stations
- Transparencies: **#153-159**
- Harcourt website
www.harcourtschool.com
www.eharcourt.com

Books for All Learners

- **Below-Level:** Neighborhood Band
- **On – Level:** Drums: The Beat Goes On
- **Advanced:** The Talking Drums
- **ELL:** What Do You Play?

Decodable Book #15

- Forest Preview
- Drew's Practice
- The Fruit Farm
- Uncle Eddy's Suitcase

Additional Resources

- Practice Book
- Spelling Practice Book
- Language Handbook

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Neighborhood News
Story: Max Found Two Sticks**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.2.2 Reading Critically in all Content Areas: <i>Students read, understand, and respond to informational text.</i></p> <ul style="list-style-type: none"> A. Use text organization and content to derive meaning from text using criteria. B. Identify essential and nonessential information within and across a variety of texts. C. Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers. D. Read, understand, and respond to essential content of text in all academic areas. <p>1.3.2 Reading, Analyzing and Interpreting Literature- Fiction and Non-Fiction: <i>Students read and respond to works of literature.</i></p> <ul style="list-style-type: none"> A. Read, understand, and respond to works from various genres of literature. B. Recognize and identify different types of genres such as poetry, drama, and fiction. C. Identify literary elements (characters, setting, and plot) in selected readings. D. Identify literary devices in selected readings (e.g., personification, onomatopoeia, alliteration). 	<p>Narrative Elements</p> <ul style="list-style-type: none"> • Characters, setting, plot, problem, solution <p>Fluency</p> <ul style="list-style-type: none"> • Reread emphasizing punctuation • Reread with feeling • Reread and identify new words • Connect to leveled reader <p>Genre</p> <ul style="list-style-type: none"> • Realistic fiction <p>Narrative elements</p> <ul style="list-style-type: none"> • Characters, setting, plot, problem, solution <p>Literary Devices</p> <ul style="list-style-type: none"> • Sound Words 	<p>Theme Library Books Collection</p> <ul style="list-style-type: none"> • The Little Painter of Sabana Grande by Patricia Maloney Markum <p>Assessment</p> <ul style="list-style-type: none"> • End of selection test <p>CD-ROM</p> <ul style="list-style-type: none"> • Mission Comprehension • Media Literacy and Communication • Grammar Jingles • Writing Express • Reading and Language Skills <p>Cross Curricular Integration</p> <ul style="list-style-type: none"> • Science: Pitch and volume, Sounds and vibrations • Social Studies: Maps, Drums • Computer: Use a word processing program to write a poem • Writing Center: Write about two more objects Max might find • Music: Clapping songs

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Neighborhood News
Story: Max Found Two Sticks

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.4.2 Types of Writing: *Students write for different purposes and audiences.*

- A. Write organized detailed descriptive poems and stories that include **literary elements**.
- B. Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).

1.5.2 Quality of Writing: *Students write clear and focused text to convey a well-defined perspective and appropriate content.*

- A. Write with a **focus**, with an understanding of topic and audience.
- B. Develop content appropriate for the topic.
 - Gather and organize information, incorporating details relevant to the topic
 - Write a series of related sentences or paragraphs with one central idea.
- C. Organize writing in a logical order.
 - Include a recognizable beginning, middle and end.
- D. Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.
- E. Revise writing to improve detail and order by identifying missing information.
- F. Use grade appropriate **conventions of language** when writing and editing.

Writer's Craft

- Poems

Kid Writing/Writer's Craft

- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)

Handwriting

- Zaner Bloser: Manuscript/Introduce cursive

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Neighborhood News
Story: Max Found Two Sticks**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<ul style="list-style-type: none"> • Spell common frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation. <p>1.6.2 Speaking and Listening: <i>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</i></p> <p>A. Listen actively and respond to others in small and large group situations.</p> <ul style="list-style-type: none"> • Respond with grade level appropriate questions, ideas, information, or opinions. <p>B. Use appropriate volume, clarity, and gestures in individual or group situations. Deliver an oral report on an assigned topic.</p> <p>1.7.2 Characteristics and Functions of the English Language: <i>Students recognize formal and informal language and its use in speech, writing, and literature.</i></p> <p>A. Recognize formal and informal language used in speech, writing, and literature.</p>	<p>Grammar</p> <ul style="list-style-type: none"> • Past tense verbs <p>Listening</p> <ul style="list-style-type: none"> • Read Aloud Anthology • Choral Reading • Sharing Literature <p>Speaking</p> <ul style="list-style-type: none"> • Author's chair • Expressive reading <p>Grammar</p> <ul style="list-style-type: none"> • Past tense verbs <p>Writer's Craft</p> <ul style="list-style-type: none"> • Poems <p>Writing prompts</p> <p>Writer's Craft</p> <ul style="list-style-type: none"> • Prewrite and draft • Revise and reflect • Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) 	

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: **Neighborhood News**
Story: **Max Found Two Sticks**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.8.2 Research: *Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.*

- A. Generate questions and locate answers about a specific topic.
- B. Conduct **research** on self-selected or assigned topics using **specified** sources.
- C. Share and explain the results of research using visual aids.

1.9.2 Information, Communication, and Technology Literacy: *Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.*

- A. Use media and technology resources for directed and independent learning activities
- B. Select media sources to locate information.

- Introduction to research will be differentiated to student needs at the discretion of the teacher utilizing Harcourt and Cross Curricular topics
- Ancillary resources are used to meet standard 1.8

Computer

- Write a poem using a word processing program
- Ancillary resources are used to meet standard 1.9
- Introduction to technology will be differentiated to student needs at the discretion of the teacher

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Neighborhood News
Story: Anthony Reynoso: Born to Rope
TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.1.2 Reading Independently: <i>Students apply a wide range of strategies.</i></p> <p>A. Identify the author's purpose and type, using grade level text.</p> <p>B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.</p> <p>C. Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.</p> <p>D. Demonstrate comprehension/ understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.</p> <p>E. Demonstrate accuracy and automaticity, in oral reading of grade level text.</p>	<p>Decoding/Phonics</p> <ul style="list-style-type: none"> Consonant digraphs: /f/ gh, ph <p>Vocabulary</p> <ul style="list-style-type: none"> Story words: dappled, exhibition, landscape business, ranch, thousands <p>Spelling Words</p> <ul style="list-style-type: none"> paragraph, petroglyphs, photo, telephone, graph, laugh, cough, rough, enough, tough, pursuit, recruit, birthday, buy, dance <p>High Frequency Words</p> <ul style="list-style-type: none"> ride, birthday, dance, hold, buy Introduce words from the attached Dolch Word list (Second Grade list) as appropriate to correlate with Independent Readers, Decodable Books, as well as the anthology. <p>Word Study</p> <ul style="list-style-type: none"> Vowel digraphs: /ōō/ ue, oo <p>Comprehension</p> <ul style="list-style-type: none"> Summarize/restate Using decoding/phonics <p>Narrative Elements</p> <ul style="list-style-type: none"> Characters, setting, plot, problem, solution 	<p>Teaching Tools</p> <ul style="list-style-type: none"> Teacher's Edition – Volume 2-2 Student anthology Vocabulary flashcards: dappled, exhibition, landscape business, ranch, thousands Audio text 3 Comprehension Card #24 Intervention kits Intervention Stations Transparencies: #160-166 Harcourt website www.harcourtschool.com www.eharcourt.com <p>Books for All Learners</p> <ul style="list-style-type: none"> Below-Level: Pepe Finds His Home On – Level: A Cowboy's Life Advanced: Bill Pickett ELL: Play Ball <p>Decodable Book #16</p> <ul style="list-style-type: none"> Rough and Tough Enough Patty's Tough New Jeans Photos of Philly Phipp Family Photo <p>Additional Resources</p> <ul style="list-style-type: none"> Practice Book Spelling Practice Book Language Handbook

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Neighborhood News
Story: Anthony Reynoso: Born to Rope
TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.2.2 Reading Critically in all Content Areas: <i>Students read, understand, and respond to informational text.</i></p> <ul style="list-style-type: none"> A. Use text organization and content to derive meaning from text using criteria. C. Identify essential and nonessential information within and across a variety of texts. E. Read, understand, and respond to essential content of text in all academic areas. <p>1.3.2 Reading, Analyzing and Interpreting Literature- Fiction and Non-Fiction: <i>Students read and respond to works of literature.</i></p> <ul style="list-style-type: none"> A. Read, understand, and respond to works from various genres of literature. B. Recognize and identify different types of genres such as poetry, drama, and fiction. C. Identify literary elements (characters, setting, and plot) in selected readings. Identify literary devices in selected readings (e.g., personification, onomatopoeia, alliteration). 	<p>Fluency</p> <ul style="list-style-type: none"> • Word pronunciation • Reading/restating • Reread favorite parts <p>Comprehension</p> <ul style="list-style-type: none"> • Summarize/restate • Connect to leveled reader <p>Genre</p> <ul style="list-style-type: none"> • Personal narrative <p>Narrative elements</p> <ul style="list-style-type: none"> • Characters, setting, plot, problem, solution 	<p>Assessment</p> <ul style="list-style-type: none"> • End of selection test <p>CD-ROM</p> <ul style="list-style-type: none"> • Mission Comprehension • Media Literacy and Communication • Grammar Jingles • Writing Express • Reading and Language Skills <p>Cross Curricular Integration</p> <ul style="list-style-type: none"> • Science: How things move, Local weather • Social Studies: Cultural traditions, Charros and cowboys, Special traditions, Map search • Computer: Use a draw or paint program to draw a picture of their favorite sport • Writing Center: Write a review of a rodeo, Write a paragraph how Anthony's parents help him • Art: Make a trading card

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: **Neighborhood News**
Story: **Anthony Reynoso: Born to Rope**
TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.4.2 Types of Writing: *Students write for different purposes and audiences.*

- A. Write organized detailed descriptive poems and stories that include **literary elements**.

1.5.2 Quality of Writing: *Students write clear and focused text to convey a well-defined perspective and appropriate content.*

- A. Write with a **focus**, with an understanding of topic and audience.
- B. Develop content appropriate for the topic.
- Gather and organize information, incorporating details relevant to the topic
 - Write a series of related sentences or paragraphs with one central idea.
- C. Organize writing in a logical order.
- Include a recognizable beginning, middle and end.
- D. Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.
- E. Revise writing to improve detail and order by identifying missing information.
- F. Use grade appropriate **conventions of language** when writing and editing.

Writer's Craft

- Description

Kid Writing/Writer's Craft

- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)

Handwriting

- Zaner Bloser: Manuscript/Introduce cursive

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Neighborhood News
Story: Anthony Reynoso: Born to Rope
TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<ul style="list-style-type: none"> • Spell common frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation <p>1.6.2 Speaking and Listening: <i>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</i></p> <p>A. Listen actively and respond to others in small and large group situations.</p> <ul style="list-style-type: none"> • Respond with grade level appropriate questions, ideas, information, or opinions. <p>B. Use appropriate volume, clarity, and gestures in individual or group situations. Deliver an oral report on an assigned topic.</p> <p>1.7.2 Characteristics and Functions of the English Language: <i>Students recognize formal and informal language and its use in speech, writing, and literature.</i></p> <p>A. Recognize formal and informal language used in speech, writing, and literature.</p>	<p>Grammar</p> <ul style="list-style-type: none"> • Am, is, are, was, were <p>Listening</p> <ul style="list-style-type: none"> • Read Aloud Anthology • Choral Reading • Sharing Literature <p>Speaking</p> <ul style="list-style-type: none"> • Author's chair • Expressive reading <p>Grammar</p> <ul style="list-style-type: none"> • Am, is, are, was, were <p>Writer's Craft</p> <ul style="list-style-type: none"> • Description <p>Writing prompts</p> <p>Writer's Craft</p> <ul style="list-style-type: none"> • Prewrite and draft • Revise and reflect • Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) 	

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: **Neighborhood News**

Story: **Anthony Reynoso: Born to Rope**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.8.2 Research: *Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.*

- A. Generate questions and locate answers about a specific topic.
- B. Conduct **research** on self-selected or assigned topics using **specified** sources.
- C. Share and explain the results of research using visual aids.

1.9.2 Information, Communication, and Technology Literacy: *Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.*

- A. Use media and technology resources for directed and independent learning activities
- B. Select media sources to locate information.

- Introduction to research will be differentiated to student needs at the discretion of the teacher utilizing Harcourt and Cross Curricular topic
- Ancillary resources are used to meet standard 1.8

Computer

- Use a paint or draw program to illustrate a favorite sport
- Introduction to technology will be differentiated to student needs at the discretion of the teacher
- Ancillary resources are used to meet standard 1.9

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Neighborhood News
Story: Chinatown**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

1.1.2 Reading Independently: *Students apply a wide range of strategies.*

- A. Identify the author's purpose and type, using grade level text.
- B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.
- C. Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.
- D. Demonstrate comprehension/ understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations. Demonstrate accuracy and automaticity, in oral reading of grade level text.

FOCUS POINT

Decoding/Phonics

- Suffixes: -er, -est

Vocabulary

- Story words: **celebrations, develop, furious, graceful, grocery store, students**

Spelling Words

- taller, tallest, fresher, freshest, smaller, smallest, smarter, smartest, happier, happiest, paragraph, telephone, lion, oil, men

High Frequency Words

- men, duck, cooks, oil, lion
- Introduce words from the attached **Dolch Word** list (Second Grade list) as appropriate to correlate with Independent Readers, Decodable Books, as well as the anthology.

Word Study

- Syllable pattern: v/cv
- Prefixes: -mis, -under
- Suffixes: -ful, -less

Comprehension

- Details
- Create mental images

Narrative Elements

- Characters, setting, plot, problem, solution

CLASSROOM RESOURCES

Teaching Tools

- Teacher's Edition – Volume 2-2
- Student anthology
- Vocabulary flashcards: **celebrations, develop, furious, graceful, grocery store, students**
- Audio text 3
- Comprehension Card **#25**
- Intervention kits
- Intervention Stations
- Transparencies: #167-171
- Harcourt website
www.harcourtschool.com
www.eharcourt.com

Books for All Learners

- **Below-Level:** Happy Chinese New Year
- **On – Level:** Everything On Olvera Street
- **Advanced:** Medieval Villages
- **ELL:** A Day in the City

Additional Resources

- Practice Book
- Spelling Practice Book
- Language Handbook

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Neighborhood News
Story: Chinatown**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.2.2 Reading Critically in all Content Areas: <i>Students read, understand, and respond to informational text.</i></p> <ul style="list-style-type: none"> A. Use text organization and content to derive meaning from text using criteria. A. Identify essential and nonessential information within and across a variety of texts. E. Read, understand, and respond to essential content of text in all academic areas. <p>1.3.2 Reading, Analyzing and Interpreting Literature- Fiction and Non-Fiction: <i>Students read and respond to works of literature.</i></p> <ul style="list-style-type: none"> A. Read, understand, and respond to works from various genres of literature. B. Recognize and identify different types of genres such as poetry, drama, and fiction. C. Identify literary elements (characters, setting, and plot) in selected readings. Identify literary devices in selected readings (e.g., personification, onomatopoeia, alliteration). D. Identify literary devices in selected readings (e.g., personification, onomatopoeia, alliteration). 	<p>Fluency</p> <ul style="list-style-type: none"> • Expressive reading • Rereading difficult sentences • Learning words • Rereading new words • Print cues <p>Comprehension</p> <ul style="list-style-type: none"> • Details • Create mental images • Connect to leveled reader <p>Genre</p> <ul style="list-style-type: none"> • Realistic fiction <p>Narrative elements</p> <ul style="list-style-type: none"> • Characters, setting, plot, problem, solution <p>Literary Device</p> <ul style="list-style-type: none"> • Sound words 	<p>Assessment</p> <ul style="list-style-type: none"> • End of selection test <p>CD-ROM</p> <ul style="list-style-type: none"> • Mission Comprehension • Media Literacy and Communication • Grammar Jingles • Writing Express • Reading and Language Skills <p>Cross Curricular Integration</p> <ul style="list-style-type: none"> • Science: Senses • Social Studies: Maps, Tai chi exercise, Chinese New Year, Stores in your neighborhood • Computer: Write a favorite story in word processing program • Writing Center: Make a flyer about a parade, Write about your neighborhood • Movement: Explain and do exercises with a partner • Health: Exercise your muscles • Math: Create a bar graph of sports

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Neighborhood News
Story: Chinatown

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.4.2 Types of Writing: *Students write for different purposes and audiences.*

- A. Write organized detailed descriptive poems and stories that include **literary elements**.
- B. Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).

1.5.2 Quality of Writing: *Students write clear and focused text to convey a well-defined perspective and appropriate content.*

- A. Write with a **focus**, with an understanding of topic and audience.
- B. Develop content appropriate for the topic.
 - Gather and organize information, incorporating details relevant to the topic
 - Write a series of related sentences or paragraphs with one central idea.
- C. Organize writing in a logical order.
 - Include a recognizable beginning, middle and end.
- D. Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.
- E. Revise writing to improve detail and order by identifying missing information.
- F. Use grade appropriate **conventions of language** when writing and editing.

Writer's Craft

- Riddles
- Photo captions
- Shape poems
- Summary
- Response to literature

Kid Writing/Writer's Craft

- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)

Handwriting

- Zaner Bloser:
Manuscript/Introduce cursive

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Neighborhood News
Story: Chinatown**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<ul style="list-style-type: none"> • Spell common frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation <p>1.6.2 Speaking and Listening: <i>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</i></p> <p>A. Listen actively and respond to others in small and large group situations.</p> <ul style="list-style-type: none"> • Respond with grade level appropriate questions, ideas, information, or opinions. <p>B. Use appropriate volume, clarity, and gestures in individual or group situations. Deliver an oral report on an assigned topic.</p> <p>1.7.2 Characteristics and Functions of the English Language: <i>Students recognize formal and informal language and its use in speech, writing, and literature.</i></p> <p>A. Recognize formal and informal language used in speech, writing, and literature.</p>	<p>Grammar</p> <ul style="list-style-type: none"> • Has, have, and had <p>Listening</p> <ul style="list-style-type: none"> • Read Aloud Anthology • Choral Reading • Sharing Literature <p>Speaking</p> <ul style="list-style-type: none"> • Author's chair • Expressive reading <p>Grammar</p> <ul style="list-style-type: none"> • Has, have, and had <p>Writer's Craft</p> <ul style="list-style-type: none"> • Riddles • Photo captions • Shape poems • Summary • Response to literature <p>Writer's Craft</p> <ul style="list-style-type: none"> • Prewrite and draft • Revise and reflect • Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) 	

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Neighborhood News
Story: Chinatown**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.8.2 Research: <i>Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.</i></p> <ul style="list-style-type: none"> A. Generate questions and locate answers about a specific topic. B. Conduct research on self-selected or assigned topics using specified sources. C. Share and explain the results of research using visual aids. <p>1.9.2 Information, Communication, and Technology Literacy: <i>Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.</i></p> <ul style="list-style-type: none"> A. Use media and technology resources for directed and independent learning activities B. Select media sources to locate information. 	<ul style="list-style-type: none"> • Introduction to research will be differentiated to student needs at the discretion of the teacher utilizing Harcourt and Cross Curricular topic • Ancillary resources are used to meet standard 1.8 <p>Computer</p> <ul style="list-style-type: none"> • Use a word processing program to finish a favorite story. • Use cut and paste buttons, as well as choose fonts and sizes, and add graphic elements. • Introduction to technology will be differentiated to student needs at the discretion of the teacher • Ancillary resources are used to meet standard 1.9 	

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Travel Time
Story: Abuela**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

1.1.2 Reading Independently: *Students apply a wide range of strategies.*

- A. Identify the author's purpose and type, using grade level text.
- B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.
- C. Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.
- D. Demonstrate comprehension/ understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.
- E. Demonstrate accuracy and automaticity, in oral reading of grade level text.

Decoding/Phonics

- r-Controlled Vowels: /âr/ air, are

Vocabulary

- Story words: **flock, glide, harbor, soared, swooping**

Spelling Words

- airport, airplanes, chair, careful, dare, share, rare, scare, hair, pair, tallest, happier, boat, city, morning

High Frequency Words

- beautiful, boat, city, high, morning
- Introduce words from the attached **Dolch Word** list (Second Grade list) as appropriate to correlate with Independent Readers, Decodable Books, as well as the anthology.

Word Study

- Suffixes: -ing, -ly
- Word parts

Narrative Elements

- Retell the story events

Comprehension

- Make inferences
- Retelling
- Summarizing

CLASSROOM RESOURCES

Teaching Tools

- Teacher's Edition – Volume 2.3
- Student anthology
- Vocabulary flashcards: **flock, glide, harbor, soared, swooping**
- Big Book of Rhymes: Claire
- Audio text 3
- Intervention kits
- Intervention Stations
- Transparencies: **#172-178**
- Comprehension cards: **#26**
- Harcourt website
www.harcourtschool.com
www.eharcourt.com

Books for All Learners

- **Below-Level:** Working at the Airport
- **On – Level:** Nellie Bly: Making News
- **Advanced:** Orphan Train Home
- **ELL:** My Place

Decodable Book #17

- Blaire and Claire Visit
- Grandma's Chair
- Clare and Granny
- A Picnic to Share

Additional Resources

- Practice Book
- Spelling Practice Book
- Language Handbook

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Travel Time

Story: Abuela

TIMEFRAME: Based upon the Harcourt Five Day Plan

FOCUS POINT

PA STANDARDS

1.2.2 Reading Critically in all Content Areas:

Students read, understand, and respond to informational text.

- A. Use text organization and content to derive meaning from text using criteria.
- B. Identify essential and nonessential information within and across a variety of texts.
- C. Read, understand, and respond to essential content of text in all academic areas.

1.3.2 Reading, Analyzing and Interpreting

Literature- Fiction and Non-Fiction: *Students read and respond to works of literature.*

- A. Read, understand, and respond to works from various **genres** of literature.
- B. Recognize and identify different types of **genres** such as poetry, drama, and fiction.
- C. Identify literary elements (characters, setting, and plot) in selected readings.

Fluency

- Rereading for fluency
- Connect to leveled reader

Genre

- Fantasy

Narrative elements

- Retell the story events
- Character, plot and setting

CLASSROOM RESOURCES

Library Books Collection

- Out of the Ocean by Debra Frasier

Assessment

- End of selection test

CD-ROM

- Mission Comprehension
- Media Literacy and Communication
- Grammar Jingles
- Writing Express
- Reading and Language Skills
- Phonics Express

Cross Curricular Integration

- **Science:** Cloud watch, Clouds, Birds
- **Social Studies:** City streets Collage, New York City, Class map
- **Writing:** Write a news story, Write a diary entry
- **Computer:** Use a drawing program to illustrate their news story. Create a caption for the illustration
- **Drama:** Extend the story

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Travel Time
Story: Abuela**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.4.2 Types of Writing: <i>Students write for different purposes and audiences.</i></p> <p>A. Write organized detailed descriptive poems and stories that include literary elements.</p> <p>B. Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).</p> <p>1.5.2 Quality of Writing: <i>Students write clear and focused text to convey a well-defined perspective and appropriate content.</i></p> <p>A. Write with a focus, with an understanding of topic and audience.</p> <p>B. Develop content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather and organize information, incorporating details relevant to the topic • Write a series of related sentences or paragraphs with one central idea. <p>C. Organize writing in a logical order.</p> <ul style="list-style-type: none"> • Include a recognizable beginning, middle and end. <p>D. Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.</p> <p>E. Revise writing to improve detail and order by identifying missing information.</p> <p>F. Use grade appropriate conventions of language when writing and editing.</p>	<p>Genre</p> <ul style="list-style-type: none"> • Fantasy <p>Narrative elements</p> <ul style="list-style-type: none"> • Retell the story events • Character, plot and setting <p>Writer's Craft</p> <ul style="list-style-type: none"> • Word choice: Using exact words • Journal Writing <p>Kid Writing/Writer's Craft</p> <ul style="list-style-type: none"> • Prewrite and draft • Revise and reflect • Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) <p>Handwriting</p> <ul style="list-style-type: none"> • Zaner Bloser: Manuscript/Introduce cursive 	

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Travel Time
Story: Abuela**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<ul style="list-style-type: none"> • Spell common frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation <p>1.6.2 Speaking and Listening: <i>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</i></p> <p>A. Listen actively and respond to others in small and large group situations.</p> <ul style="list-style-type: none"> • Respond with grade level appropriate questions, ideas, information, or opinions. <p>B. Use appropriate volume, clarity, and gestures in individual or group situations. Deliver an oral report on an assigned topic.</p> <p>1.7.2 Characteristics and Functions of the English Language: <i>Students recognize formal and informal language and its use in speech, writing, and literature.</i></p> <p>A. Recognize formal and informal language used in speech, writing, and literature.</p>	<p>Grammar</p> <ul style="list-style-type: none"> • Verb tenses: see, give, saw, gave <p>Listening</p> <ul style="list-style-type: none"> • Read Aloud Anthology • Choral Reading • Sharing Literature <p>Speaking</p> <ul style="list-style-type: none"> • Author's chair • Expressive reading <p>Grammar</p> <ul style="list-style-type: none"> • Verb tenses: see, give, saw, gave <p>Writer's Craft</p> <ul style="list-style-type: none"> • Word choice: Using exact words • Journal Writing <p>Writing prompts</p> <p>Kid Writing/Writer's Craft</p> <ul style="list-style-type: none"> • Prewrite and draft • Revise and reflect • Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) 	

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Travel Time
Story: Abuela

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.8.2 Research: *Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.*

- A. Generate questions and locate answers about a specific topic.
- B. Conduct **research** on self-selected or assigned topics using **specified** sources.
- C. Share and explain the results of research using visual aids.

- Introduction to research will be differentiated to student needs at the discretion of the teacher utilizing Harcourt and Cross Curricular topic
- Ancillary resources are used to meet standard 1.8

1.9.2 Information, Communication, and Technology Literacy: *Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.*

- A. Use media and technology resources for directed and independent learning activities
- B. Select media sources to locate information.

Computer

- Use a drawing program to illustrate their news story. Create a caption for the illustration
- Introduction to technology will be differentiated to student needs at the discretion of the teacher
- Ancillary resources are used to meet standard 1.9

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Travel Time

Story: Beginner's World Atlas

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

1.1.2 Reading Independently: *Students apply a wide range of strategies.*

- A. Identify the author's purpose and type, using grade level text.
- B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.
- C. Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.
- D. Demonstrate comprehension/ understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.
- E. Demonstrate accuracy and automaticity, in oral reading of grade level text.

FOCUS POINT

Decoding/Phonics

- Vowel variants: /ōō/ oo, ou
- Syllable patterns: VCCV and VCCCV
- Prefixes re and pre

Vocabulary

- Story words: **connects, distance, features, mapmaker, peel**

Spelling Words

- Look, could, would, cook, book, boyhood, foot, childhood, stood, should, careful, chair, mountain, state, America

High Frequency Words

- mountain, state, leg, tires, America
- Introduce words from the attached **Dolch Word** list (Second Grade list) as appropriate to correlate with Independent Readers, Decodable Books, as well as the anthology.

Word Study

- Reading longer words
- Review er, est
- Prefixes re, pre
- Use decoding/phonics

Comprehension

- Locate information
- Retelling
- Reading charts and graphs

Fluency

- Reread story

CLASSROOM RESOURCES

Teaching Tools

- Teacher's Edition – Volume 2.3
- Student anthology
- Vocabulary flashcards: **connects, distance, features, mapmaker, peel**
- Big Book of Rhymes: Boo Bear's Supper
- Audio text 3
- Intervention kits
- Intervention Stations
- Transparencies: # **179-185**
- Comprehension cards: # **27**
- Harcourt website
- www.harcourtschool.com
- www.eharcourt.com

Books for All Learners

- **Below-Level:** Getting to Grandpa's
- **On – Level:** How Maps Came to Be
- **Advanced:** A Trip Down a River
- **ELL:** Turn Left, Turn Right

Decodable Book # 18

- How Much Wood?
- In the Woods
- Could I Have Bubbles?
- Would You Like to Play?

Additional Resources

- Practice Book
- Spelling Practice Book
- Language Handbook

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Travel Time

Story: Beginner's World Atlas

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.2.2 Reading Critically in all Content Areas: <i>Students read, understand, and respond to informational text.</i></p> <ul style="list-style-type: none"> A. Use text organization and content to derive meaning from text using criteria. C. Identify essential and nonessential information within and across a variety of texts. D. Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers. E. Read, understand, and respond to essential content of text in all academic areas. <p>1.3.2 Reading, Analyzing and Interpreting Literature- Fiction and Non-Fiction: <i>Students read and respond to works of literature.</i></p> <ul style="list-style-type: none"> A. Read, understand, and respond to work from various genres of literature. B. Recognize and identify different types of genres such as poetry, drama, and fiction. 	<p>Comprehension</p> <ul style="list-style-type: none"> • Locate information • Retelling • Reading charts and graphs • Connect to leveled reader <p>Genre</p> <ul style="list-style-type: none"> • Atlas/Social Studies 	<p>Assessment</p> <ul style="list-style-type: none"> • End of selection test <p>CD-ROM</p> <ul style="list-style-type: none"> • Mission Comprehension • Media Literacy and Communication • Grammar Jingles • Writing Express • Reading and Language Skills <p>Cross Curricular Integration</p> <ul style="list-style-type: none"> • Science: Plant and animal classification, Oceans, Deserts • Social Studies: My neighborhood, Bird's eye view/map • Math: Measurement, Map scales, Centimeters/meter • Computer: Use a word processing program to type a county report, Use clip art to copy and paste maps into the report • Writing: Alphabetical order/glossaries

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Travel Time

Story: Beginner's World Atlas

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.4.2 Types of Writing: <i>Students write for different purposes and audiences.</i></p> <p>A. Write organized detailed descriptive poems and stories that include literary elements.</p> <p>B. Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).</p> <p>1.5.2 Quality of Writing: <i>Students write clear and focused text to convey a well-defined perspective and appropriate content.</i></p> <p>A. Write with a focus, with an understanding of topic and audience.</p> <p>B. Develop content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather and organize information, incorporating details relevant to the topic • Write a series of related sentences or paragraphs with one central idea. <p>C. Organize writing in a logical order.</p> <ul style="list-style-type: none"> • Include a recognizable beginning, middle and end. <p>D. Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.</p> <p>E. Revise writing to improve detail and order by identifying missing information.</p> <p>F. Use grade appropriate conventions of language when writing and editing.</p>	<p>Writer's Craft</p> <ul style="list-style-type: none"> • Organization: Organizing ideas in sequence • Journal Writing <p>Kid Writing/Writer's Craft</p> <ul style="list-style-type: none"> • Prewrite and draft • Revise and reflect • Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) <p>Handwriting</p> <ul style="list-style-type: none"> • Zaner Bloser: Manuscript/Introduce cursive 	

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Travel Time

Story: Beginner's World Atlas

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<ul style="list-style-type: none"> • Spell common frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation <p>1.6.2 Speaking and Listening: <i>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</i></p> <p>A. Listen actively and respond to others in small and large group situations.</p> <ul style="list-style-type: none"> • Respond with grade level appropriate questions, ideas, information, or opinions. <p>B. Use appropriate volume, clarity, and gestures in individual or group situations. Deliver an oral report on an assigned topic.</p> <p>1.7.2 Characteristics and Functions of the English Language: <i>Students recognize formal and informal language and its use in speech, writing, and literature.</i></p> <p>A. Recognize formal and informal language used in speech, writing, and literature.</p>	<p>Grammar</p> <ul style="list-style-type: none"> • Verb tenses come, run, came, ran <p>Listening</p> <ul style="list-style-type: none"> • Read Aloud Anthology • Choral Reading • Sharing Literature <p>Speaking</p> <ul style="list-style-type: none"> • Author's chair • Recite a poem <p>Grammar</p> <ul style="list-style-type: none"> • Verb tenses come, run, came, ran <p>Writer's Craft</p> <ul style="list-style-type: none"> • Organization: Organizing ideas in sequence • Journal Writing <p>Writer's Craft</p> <ul style="list-style-type: none"> • Prewrite and draft • Revise and reflect • Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) 	

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Travel Time

Story: Beginner's World Atlas

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.8.2 Research: <i>Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.</i></p> <ul style="list-style-type: none"> A. Generate questions and locate answers about a specific topic. B. Conduct research on self-selected or assigned topics using specified sources. C. Share and explain the results of research using visual aids. <p>1.9.2 Information, Communication, and Technology Literacy: <i>Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.</i></p> <ul style="list-style-type: none"> A. Use media and technology resources for directed and independent learning activities B. Select media sources to locate information. 	<ul style="list-style-type: none"> • Introduction to research will be differentiated to student needs at the discretion of the teacher utilizing Harcourt and Cross Curricular topics • Ancillary resources are used to meet standard 1.8 <p>Computer</p> <ul style="list-style-type: none"> • Use a word processing program to type a county report • Use clip art to copy and paste maps into the report • Introduction to technology will be differentiated to student needs at the discretion of the teacher • Ancillary resources are used to meet standard 1.9 	

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Travel Time
Story: Dinosaurs Travel**

TIMEFRAME: Based upon the Harcourt Five Day Plan

FOCUS POINT

PA STANDARDS

1.1.2 Reading Independently: *Students apply a wide range of strategies.*

- A. Identify the author's purpose and type, using grade level text.
- B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.
- C. Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.
- D. Demonstrate comprehension/ understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations. Demonstrate accuracy and automaticity, in oral reading of grade level text.

Decoding/Phonics

- Vowel digraphs: /ōō/ ou, ou(gh)
- Decode regular multi-syllable words
- Prefixes: mis, under

Vocabulary

- Story words: **cassette, companions, luggage, relatives, sturdy**

Spelling Words

- routine, through, you, soup, group, wound, coupon, youth, throughway, throughout, childhood, should, able, board, seat

High Frequency Words

- able, bike, board, follow, seat
- Introduce words from the attached **Dolch Word** list (Second Grade list) as appropriate to correlate with Independent Readers, Decodable Books, as well as the anthology.

Word Study

- R-controlled vowels: /âr/ air, are

Fluency

- Reread story for fluency

CLASSROOM RESOURCES

Teaching Tools

- Teacher's Edition – Volume 2.3
- Student anthology
- Vocabulary flashcards: **cassette, companions, luggage, relatives, sturdy**
- Audio text 3
- Intervention kits
- Intervention Stations
- Transparencies: # **186-192**
- Comprehension cards: # **28**
- Harcourt website
- www.harcourtschool.com
- www.eharcourt.com

Books for All Learners

- **Below-Level:** A Trip on Dinosaur Airlines
- **On – Level:** Travels with Dad
- **Advanced:** Transportation Yesterday and Today
- **ELL:** Go!

Decodable Book # 19

- Lou's Routine
- Louise and Tommy Toucan
- Through the Window
- Swogs Throughout

Additional Resources

- Practice Book
- Spelling Practice Book
- Language Handbook

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Travel Time
Story: Dinosaurs Travel

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.4.2 Types of Writing: *Students write for different purposes and audiences.*

- A. Write organized detailed descriptive poems and stories that include **literary elements**.
- B. Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).

1.5.2 Quality of Writing: *Students write clear and focused text to convey a well-defined perspective and appropriate content.*

- A. Write with a **focus**, with an understanding of topic and audience.
- B. Develop content appropriate for the topic.
 - Gather and organize information, incorporating details relevant to the topic
 - Write a series of related sentences or paragraphs with one central idea.
- C. Organize writing in a logical order.
 - Include a recognizable beginning, middle and end.
- D. Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.
- E. Revise writing to improve detail and order by identifying missing information.
- F. Use grade appropriate **conventions of language** when writing and editing.

Writer's Craft

- How-to paragraph
- Journal writing

Kid Writing/Writer's Craft

- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)

Handwriting

- Zaner Bloser: Manuscript/Introduce cursive

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

**THEME: Travel Time
Story: Dinosaurs Travel**

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<ul style="list-style-type: none"> • Spell common frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation <p>1.6.2 Speaking and Listening: <i>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</i></p> <p>A. Listen actively and respond to others in small and large group situations.</p> <ul style="list-style-type: none"> • Respond with grade level appropriate questions, ideas, information, or opinions. <p>B. Use appropriate volume, clarity, and gestures in individual or group situations. Deliver an oral report on an assigned topic.</p> <p>1.7.2 Characteristics and Functions of the English Language: <i>Students recognize formal and informal language and its use in speech, writing, and literature.</i></p> <p>A. Recognize formal and informal language used in speech, writing, and literature.</p>	<p>Grammar</p> <ul style="list-style-type: none"> • Verb tenses: go, do, went, did <p>Listening</p> <ul style="list-style-type: none"> • Read Aloud Anthology • Choral Reading • Sharing Literature <p>Speaking</p> <ul style="list-style-type: none"> • Author's chair <p>Grammar</p> <ul style="list-style-type: none"> • Verb tenses: go, do, went, did <p>Writer's Craft</p> <ul style="list-style-type: none"> • How-to paragraph • Journal writing <p>Writing prompts</p> <p>Writer's Craft</p> <ul style="list-style-type: none"> • Prewrite and draft • Revise and reflect • Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) 	

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Travel Time
Story: Dinosaurs Travel

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.8.2 Research: *Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.*

- A. Generate questions and locate answers about a specific topic.
- B. Conduct **research** on self-selected or assigned topics using **specified** sources.
- C. Share and explain the results of research using visual aids.

1.9.2 Information, Communication, and Technology Literacy: *Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.*

- A. Use media and technology resources for directed and independent learning activities
- B. Select media sources to locate information.

- Introduction to research will be differentiated to student needs at the discretion of the teacher utilizing Harcourt and Cross Curricular topics
- Ancillary resources are used to meet standard 1.8

Computer

- Using a word processing program, students type their how-to guides
- Introduction to technology will be differentiated to student needs at the discretion of the teacher
- Ancillary resources are used to meet standard 1.9

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Travel Time

Story: Montigue on the High Seas

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

1.1.2 Reading Independently: *Students apply a wide range of strategies.*

- A. Identify the author's purpose and type, using grade level text.
- B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.
- C. Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.
- D. Demonstrate comprehension/ understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations. Demonstrate accuracy and automaticity, in oral reading of grade level text.

FOCUS POINT

Decoding/Phonics

- Vowel Variants /ô/ aw, au(gh)

Vocabulary

- Story words: **cozy, drifted, fleet, launched, looming, realized**

Spelling Words

- crawled, saw, caught, seesaw, draw, lawn, naughty, taught, daughter, yawn, throughout, coupon, hole, night, story

High Frequency Words

- hole, lived, night, story, young
- Introduce words from the attached **Dolch Word** list (Second Grade list) as appropriate to correlate with Independent Readers, Decodable Books, as well as the anthology.

Word Study

- VV and VCV words
- Contractions 'll, n't, 's
- Homophones

Narrative Elements

- Character
- Plot
- Setting

Comprehension

- Creating Mental Images
- Making Connections by Comparing Texts
- Retelling

Fluency

- Rereading for Fluency
- Partner Reading

CLASSROOM RESOURCES

Teaching Tools

- Teacher's Edition – Volume 2.3
- Student anthology
- Vocabulary flashcards: **cozy, drifted, fleet, launched, looming, realized**
- Big Book of Rhymes: The Puppy
- Audio text 3
- Intervention kits
- Intervention Stations
- Transparencies: # **193-199**
- Comprehension cards: # **29**
- Harcourt website
www.harcourtschool.com
www.eharcourt.com

Books for All Learners

- **Below-Level:** Hurricane!
- **On – Level:** Wait For Me, Captain!
- **Advanced:** Sail Like a Viking!
- **ELL:** Salt and Sand

Decodable Book #20

- Night Crawler Fishing
- What Shelby Saw!
- Mrs. McNaught's Field Trip
- The Naughty Bunny

Additional Resources

- Practice Book
- Spelling Practice Book
- Language Handbook

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Travel Time

Story: Montigue on the High Seas

TIMEFRAME: Based upon the Harcourt Five Day Plan

FOCUS POINT

PA STANDARDS

CLASSROOM RESOURCES

1.2.2 Reading Critically in all Content Areas:

Students read, understand, and respond to informational text.

- A. Use text organization and content to derive meaning from text using criteria.
- C. Identify essential and nonessential information within and across a variety of texts.
- E. Read, understand, and respond to essential content of text in all academic areas.

1.3.2 Reading, Analyzing and Interpreting

Literature- Fiction and Non-Fiction: *Students read and respond to works of literature.*

- A. Read, understand, and respond to work from various **genres** of literature.
- B. Recognize and identify different types of **genres** such as poetry, drama, and fiction.
- C. Identify literary elements (characters, setting, and plot) in selected readings.

Comprehension

- Creating mental images
- Making connections
- Retelling
- Connect to leveled reader text

Genre

- Fiction Story

Narrative elements

- Character
- Plot
- Setting

Assessment

- End of selection test

CD-ROM

- Phonics Express
- Grammar Jingles
- Writing Express
- Reading and Language Skills

Cross Curricular Integration

- **Science:** Sink or float, Humpback whales
- **Social Studies:** Timeline, Map and globe skills
- **Writing:** Letter writing
- **Computer:** Use a word processing program to type the letters experimenting with different fonts
- **Drama:** Play the Part
- **Music:** Bottle Music

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Travel Time

Story: Montigue on the High Seas

TIMEFRAME: Based upon the Harcourt Five Day Plan

FOCUS POINT

PA STANDARDS

CLASSROOM RESOURCES

1.4.2 Types of Writing: *Students write for different purposes and audiences.*

- A. Write organized detailed descriptive poems and stories that include **literary elements**.
- B. Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).

1.5.2 Quality of Writing: *Students write clear and focused text to convey a well-defined perspective and appropriate content.*

- A. Write with a **focus**, with an understanding of topic and audience.
- B. Develop content appropriate for the topic.
 - Gather and organize information, incorporating details relevant to the topic
 - Write a series of related sentences or paragraphs with one central idea.
- C. Organize writing in a logical order.
 - Include a recognizable beginning, middle and end.
- D. Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.
- E. Revise writing to improve detail and order by identifying missing information.
- F. Use grade appropriate **conventions of language** when writing and editing.

Writer's Craft

- Directions
- Journal Writing

Kid Writing/Writer's Craft

- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)

Handwriting

- Zaner Bloser: Manuscript/Introduce cursive

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Travel Time

Story: Montigue on the High Seas

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<ul style="list-style-type: none"> • Spell common frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation <p>1.6.2 Speaking and Listening: <i>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</i></p> <p>A. Listen actively and respond to others in small and large group situations.</p> <ul style="list-style-type: none"> • Respond with grade level appropriate questions, ideas, information, or opinions. <p>B. Use appropriate volume, clarity, and gestures in individual or group situations. Deliver an oral report on an assigned topic.</p> <p>1.7.2 Characteristics and Functions of the English Language: <i>Students recognize formal and informal language and its use in speech, writing, and literature.</i></p> <p>A. Recognize formal and informal language used in speech, writing, and literature.</p>	<p>Grammar</p> <ul style="list-style-type: none"> • Helping Verbs <p>Listening</p> <ul style="list-style-type: none"> • Read Aloud Anthology • Choral Reading • Sharing Literature <p>Speaking</p> <ul style="list-style-type: none"> • Author's chair • Play acting <p>Grammar</p> <ul style="list-style-type: none"> • Helping Verbs <p>Writer's Craft</p> <ul style="list-style-type: none"> • Directions • Journal Writing <p>Writer's Craft</p> <ul style="list-style-type: none"> • Prewrite and draft • Revise and reflect • Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) 	

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Travel Time

Story: Montigue on the High Seas

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.8.2 Research: *Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.*

- A. Generate questions and locate answers about a specific topic.
- B. Conduct **research** on self-selected or assigned topics using **specified** sources.
- C. Share and explain the results of research using visual aids.

1.9.2 Information, Communication, and Technology Literacy: *Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.*

- A. Use media and technology resources for directed and independent learning activities
- B. Select media sources to locate information.

- Introduction to research will be differentiated to student needs at the discretion of the teacher utilizing Harcourt and Cross Curricular topics
- Ancillary resources are used to meet standards 1.8

Computer:

- Use a word processing program to type the letters experimenting with different fonts
- Introduction to technology will be differentiated to student needs at the discretion of the teacher
- Ancillary resources are used to meet standard 1.9

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Travel Time

Story: Ruth Law Thrills a Nation

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

1.1.2 Reading Independently: *Students apply a wide range of strategies.*

- A. Identify the author's purpose and type, using grade level text.
- B. Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.
- C. Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.
- D. Demonstrate comprehension/ understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations. Demonstrate accuracy and automaticity, in oral reading of grade level text.

FOCUS POINT

Decoding/Phonics

- Prefixes: over-, un-

Vocabulary

- Story words: **feat, heroine, hospitality, refused, spectators, stood**

Spelling Words

- overdue, overnight, overboard, overflow, overhead, unfriendly, unsure, uneven, unfair, unfold, daughter, yawn, hungry, group, above

High Frequency Words

- above, carry, group, hungry, mile
- Introduce words from the attached **Dolch Word** list (Second Grade list) as appropriate to correlate with Independent Readers, Decodable Books, as well as the anthology.

Word Study

- Syllable Patterns
- Vowel Digraphs /ōō/ ew, ui
- Homophones

Narrative Elements

- Character Analysis

Comprehension

- Predict Outcomes
- Read Ahead
- Making Connections

Fluency

- Rereading for Fluency
- Record a Reread
- Choral Reading

CLASSROOM RESOURCES

Teaching Tools

- Teacher's Edition – Volume 2.3
- Student anthology
- Vocabulary flashcards: **feat, heroine, hospitality, refused, spectators, stood**
- Audio text 3
- Intervention kits
- Intervention Stations
- Transparencies: # **200-204**
- Comprehension cards: # **30**
- Harcourt website
www.harcourtschool.com
www.eharcourt.com

Books for All Learners

- **Below-Level:** The Journey of the Monarch
- **On – Level:** A Fall From the Sky
- **Advanced:** Mae Jemison and Her Dream
- **ELL:** Abraham Lincoln

Additional Resources

- Practice Book
- Spelling Practice Book
- Language Handbook

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Travel Time

Story: Ruth Law Thrills a Nation

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.2.2 Reading Critically in all Content Areas: <i>Students read, understand, and respond to informational text.</i></p> <ul style="list-style-type: none"> A. Use text organization and content to derive meaning from text using criteria. C. Identify essential and nonessential information within and across a variety of texts. D. Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers. E. Read, understand, and respond to essential content of text in all academic areas. <p>1.3.2 Reading, Analyzing and Interpreting Literature- Fiction and Non-Fiction: <i>Students read and respond to works of literature.</i></p> <ul style="list-style-type: none"> A. Read, understand, and respond to work from various genres of literature. B. Recognize and identify different types of genres such as poetry, drama, and fiction. C. Identify literary elements (characters, setting, and plot) in selected readings. 	<p>Comprehension</p> <ul style="list-style-type: none"> • Predict Outcomes • Read Ahead • Making Connections • Connect to leveled reader text <p>Genre</p> <ul style="list-style-type: none"> • Nonfiction: Biography <p>Narrative elements</p> <ul style="list-style-type: none"> • Character analysis 	<p>Assessment</p> <ul style="list-style-type: none"> • End of selection test <p>CD-ROM</p> <ul style="list-style-type: none"> • Phonics Express • Grammar Jingles • Writing Express • Reading and Language Skills <p>Cross Curricular Integration</p> <ul style="list-style-type: none"> • Science: Compare distances, Length of days, Airplane races • Social Studies: Research record breakers, Chicago, Map scale • Writing: Make a flyer, Journal entry as Ruth Law • Computer: Use a word processing program to design the flyer using borders, bullets or columns. Use a drawing program to add art work • Math: Bar graph speeds

POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE

THEME: Travel Time

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PA STANDARDS

FOCUS POINT

CLASSROOM RESOURCES

1.4.2 Types of Writing: *Students write for different purposes and audiences.*

- A. Write organized detailed descriptive poems and stories that include **literary elements**.
- B. Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).

1.5.2 Quality of Writing: *Students write clear and focused text to convey a well-defined perspective and appropriate content.*

- A. Write with a **focus**, with an understanding of topic and audience.
- B. Develop content appropriate for the topic.
 - Gather and organize information, incorporating details relevant to the topic
 - Write a series of related sentences or paragraphs with one central idea.
- C. Organize writing in a logical order.
 - Include a recognizable beginning, middle and end.
- D. Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.
- E. Revise writing to improve detail and order by identifying missing information.
- F. Use grade appropriate **conventions of language** when writing and editing.

Writer's Craft

- Postcard
- Persuasive Poster
- News Article
- Schedule
- Journal Writing

Kid Writing/Writer's Craft

- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)

Handwriting

- Zaner Bloser: Manuscript/Introduce cursive

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Travel Time

Story: Ruth Law Thrills a Nation

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<ul style="list-style-type: none"> • Spell common frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. <p>Use correct grammar and sentence formation</p> <p>1.6.2 Speaking and Listening: <i>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</i></p> <p>A. Listen actively and respond to others in small and large group situations.</p> <ul style="list-style-type: none"> • Respond with grade level appropriate questions, ideas, information, or opinions. <p>B. Use appropriate volume, clarity, and gestures in individual or group situations. Deliver an oral report on an assigned topic.</p> <p>1.7.2 Characteristics and Functions of the English Language: <i>Students recognize formal and informal language and its use in speech, writing, and literature.</i></p> <p>A. Recognize formal and informal language used in speech, writing, and literature.</p>	<p>Grammar</p> <ul style="list-style-type: none"> • Contractions <p>Listening</p> <ul style="list-style-type: none"> • Theme Read Aloud • Sharing Literature from Teacher's Edition • Author's chair <p>Speaking</p> <ul style="list-style-type: none"> • Author's chair – share writer's craft • Choral Reading • Discuss Point of View • Respond to Literature • Write and Share • Record a Reread • Develop Listening Skills • Share Ideas • <p>Grammar</p> <ul style="list-style-type: none"> • Contractions <p>Writer's Craft</p> <ul style="list-style-type: none"> • Postcard • Persuasive Poster • News Article • Schedule • Journal Writing <p>Writing prompts</p> <p>Writer's Craft</p> <ul style="list-style-type: none"> • Prewrite and draft • Revise and reflect • Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) 	

**POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 2
SCOPE & SEQUENCE**

THEME: Travel Time

Story: Ruth Law Thrills a Nation

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS	FOCUS POINT	CLASSROOM RESOURCES
<p>1.8.2 Research: <i>Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.</i></p> <ul style="list-style-type: none"> A. Generate questions and locate answers about a specific topic. B. Conduct research on self-selected or assigned topics using specified sources. C. Share and explain the results of research using visual aids. <p>1.9.2 Information, Communication, and Technology Literacy: <i>Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.</i></p> <ul style="list-style-type: none"> A. Use media and technology resources for directed and independent learning activities B. Select media sources to locate information. 	<p>Research</p> <ul style="list-style-type: none"> • Research Record Breakers • Research and Graph Speeds for Modes of Transportation • Introduction to research will be differentiated to student needs at the discretion of the teacher utilizing Harcourt and Cross Curricular topics • Ancillary resources are used to meet standard 1.8 <p>Computer</p> <ul style="list-style-type: none"> • Use a word processing program to design the flyer using borders, bullets or columns. Use a drawing program to add art work • Introduction to technology will be differentiated to student needs at the discretion of the teacher • Ancillary resources are used to meet standard 1.9 	

DOLCH WORD LIST
Sorted alphabetically by grade level

Highlighted words should be introduced as appropriate to correlate with Independent Readers, Decodable Books, as well as the anthology.

Pre-primer				
Dolch Word	Grade Level	Harcourt Story	Story Vocabulary Word	Spelling Word
a	K	I am Special Theme	X	
and	1	The Hat	X	
away	1	Fun with Fish	X	
big	1	Jack and Rick		X
blue	1	Little Bear's Friend	X	
can	1	The Hat		X
come	K	Around the Town Theme	X	
down	1	The Hat	X	
find	1	On the Way to the Pond	X	
for	K	Neighborhood Helpers Theme	X	
funny	1	Fun with Fish	X	
go	K	Silly Business Theme	X	
help	1	Jack and Rick	X	
here	K	Under the Ocean Theme	X	
I	K	Around the Table Theme	X	
in	1	The Hat	X	
is	1	Jack and Rick		X
it				
jump				
little	K	Explore Our Surroundings Theme	X	
look	K	Around the Town Theme	X	
make	1	Ants	X	
me	K	Neighborhood Helpers Theme	X	
my	K	I am Special Theme	X	
not	1	Todd's Box		X
one	K	Explore Our Surroundings Theme	X	
play	1	Jack and Rick	X	
red				
run				
said	1	Dan's Pet	X	
see	K	Animal Adventures Theme	X	
the	K	I am Special Theme	X	
three				
to	K	Family Ties Theme 5	X	
two	1	Where Do Frogs Come From?	X	
up	1	The Hat	X	
we	K	Silly Business Theme	X	
where	1	All That Corn	X	
yellow				
you	K	Animal Families Theme	X	

Primer				
Dolch Word	Grade Level	Harcourt Story	Story Vocabulary Word	Spelling Word
all	1	All That Corn		X
am	1	The Hat		X
are	K	Under the Ocean Theme	X	
at				
ate				
be	1	Try Your Best	X	
black				
brown				
but				
came	1	Me on the Map		X
did				
do	K	Bug Surprises Theme	X	
eat	1	Where Do Frogs Come From?	X	
four	1	On the Way to the Pond	X	
get				
good	1	Try Your Best	X	
have	K	Animal Families Theme	X	
he	1	Space Pup	X	
into				
like	K	Around the Table Theme	X	
must	1	Space Pup		X
new	1	Boots for Beth	X	
no	K	Animal Adventures Theme	X	
now	1	Jack and Rick	X	
on	K	Family Ties Theme	X	
our	1	Try Your Best	X	
out	1	Space Pup	X	
please				
pretty	1	My Robot	X	
ran				
ride				
saw	1	Try Your Best	X	
say	1	My Robot	X	
she	1	Boots for Beth	X	
so	1	Todd's Box	X	
soon	1	I am a Butterfly	X	
that	1	All That Corn	X	
there	1	Did You See Chip?	X	
they	1	Ants	X	
this	1	Boots for Beth		X
too	1	Jack and Rick	X	
under				
want	1	Jack and Rick	X	
was	1	Dan's Pet	X	
well				
went	1			
what	K	Bug Surprises Theme	X	
white				
who	1	The Fox and the Stork	X	
will				
with	1	Dan's Pet	X	
yes	1	The Hat	X	

First				
Dolch Word	Grade Level	Harcourt Story	Story Vocabulary Word	Spelling Word
after	1			
again	1	Little Bear's Friend	X	
an				
any	1	On the Job with Dr. Smith	X	
as				
ask				
by	1	Tomás Rivera	X	
could	1	Boots for Beth	X	
every	1	Dan's Pet	X	
fly	1	I am a Butterfly	X	
from	1	Where Do Frogs Come From?	X	
give	1	Space Pup	X	
going				
had	1	Sam and the Bag		X
has				
her	1	Dan's Pet	X	
him				
his				
how	1	Fun with Fish	X	
just				
know	1	Bed Full of Cats	X	
let				
live	1	I am a Butterfly	X	
may				
of	1	Todd's Box	X	
old	1	At Home Around the World	X	
once	1	My Robot	X	
open	1	Little Bear's Friend	X (opened)	
over	1	Me on the Map	X	
put	1	Boots for Beth	X	
round	1	On the Job with Dr. Smith		X
some	1	Fun with Fish	X	
stop				
take	1	Did You See Chip?	X	
thank				
them	1	Boots for Beth		X
then	1	Boots for Beth		X
think				
walk	1	Ants	X	
were	1	On the Way to the Pond	X	
when	1	Space Pup	X	

Second				
Dolch Word	Grade Level	Harcourt Story	Story Vocabulary Word	Spelling Word
always	1	My Robot	X	
around	1	I am a Butterfly	X	
because	1	Tell Me a Story	X	
been				
before				
best				
both	1	Fishing Bears	X	
buy	1	All That Corn	X	
call	1	All That Corn		X
cold	1	Frog and Toad All Year	X	
does	1	My Robot	X	
don't	1	Todd's Box	X	
fast				
first				
five				
found	1	On the Way to the Pond	X	
gave				
goes				
green				
its				
made	1	The Fox and the Stork	X	
many	1	Fun with Fish	X	
off				
or	1	Where Do Frogs Come From?	X	
pull	1	How to be a Nature Detective	X	
read	1	Tomás Rivera	X	
right	1	Try Your Best	X	
sing				
sit				
sleep	1	Sleep is for Everyone	X (in title)	
tell				
their	1	Fun with Fish	X	
these	1	On the Way to the Pond	X	
those	1	Bed Full of Cats	X	
upon				
us	1	Space Pup		X
use	1	Boots for Beth	X	
very	1	All That Corn	X	
wash				
which	1	Tomás Rivera		X
why	1	Tell Me a Story	X	
wish	1	Fun with Fish		X
work	1	Tomás Rivera	X	
would	1	The Fox and the Stork	X	
write	1	Bed Full of Cats	X	
your	1	Space Pup	X	

Third				
Dolch Word	Grade Level	Harcourt Story	Story Vocabulary Word	Spelling Word
about	1	Tomás Rivera	X	
better				
bring	1	Where Do Frogs Come From		X
carry	1	Sleep is for Everyone	X	
clean				
cut				
done				
draw				
drink				
eight	1	On the Job with Dr. Smith	X	
fall	1	All That Corn		X
far	1	Did You See Chip?		X
full	1	On the Way to the Pond	X	
got	1	The Hat	X	
grow	1	Where Do Frogs Come From?	X	
hold	1	At Home Around the World	X	
hot	1	Todd's Box		X
hurt				
if				
keep				
kind	1	The Fox and the Stork	X	
laugh				
light	1	The Story of a Blue Bird		X
long				
much				
myself				
never				
only	1	Bed Full of Cats	X	
own				
pick	1	Jack and Rick		X
seven				
shall				
show				
six				
small				
start				
ten				
today				
together	1	Friends Forever	X	
try	1	Try Your Best	X	
warm	1	At Home Around the World	X	

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

PA ACADEMIC STANDARDS	CORRESPONDING COMMON CORE STANDARD(S)
1.1.2: LEARNING TO READ INDEPENDENTLY	
<p>1.1.2.A. Purpose of Reading: Identify the purpose and type, using various genre.</p>	
<p>1.1.2.B. Word Recognition Skills: Use knowledge of phonics and word recognition (e.g., root words, prefixes, suffixes, and syllabication) to decode and understand new words during reading.</p>	<p>CC.1.L.4b Vocabulary Acquisition and Use: Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>CC.1.L.4c Vocabulary Acquisition and Use: Identify frequently occurring root words (e.g, look) and their inflectional forms (e.g., looks, looks, looked, looking).</p> <p>CC.2.R.F.3 Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>CC.2.R.F.3a Phonics and Word Recognition: Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>CC.2.R.F.3b Phonics and Word Recognition: Know spelling-sound correspondences for additional common vowel teams.</p> <p>CC.2.R.F.3c Phonics and Word Recognition: Decode regularly spelled two-syllable words with long vowels.</p> <p>CC.2.R.F.3d Phonics and Word Recognition: Decode words with common prefixes and suffixes.</p> <p>CC.2.R.F.3e Phonics and Word Recognition: Identify words with inconsistent but common spelling-sound correspondences.</p> <p>CC.2.R.F.3f Phonics and Word Recognition: Recognize and read grade-appropriate irregularly spelled words.</p> <p>CC.2.R.F.4c Phonics and Word Recognition: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>CC.2.L.4b Vocabulary Acquisition and Use: Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</p> <p>CC.2.L.4c Vocabulary Acquisition and Use: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</p> <p>CC.2.L.6 Vocabulary Acquisition and Use: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

PA ACADEMIC STANDARDS	CORRESPONDING COMMON CORE STANDARD(S)
1.1.2: LEARNING TO READ INDEPENDENTLY	
<p>1.1.2.C. Vocabulary Development: Use meaning and knowledge of words (e.g., synonyms, antonyms) across content areas to develop a speaking and reading vocabulary.</p>	<p>CC.2.L.4d. Vocabulary Acquisition and Use: Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, house fly; bookshelf, notebook, bookmark).</p> <p>CC.2.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>CC.2.L.5a Vocabulary Acquisition and Use: Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</p> <p>CC.2.L.5b Vocabulary Acquisition and Use: Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</p> <p>CC.2.L.6 Vocabulary Acquisition and Use: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>
<p>1.1.2.D. Comprehension and Interpretation: Demonstrate comprehension/understanding before reading, during reading, and after reading on grade level texts through strategies such as think aloud, retelling, summarizing, note taking, connecting to prior knowledge, supporting assertions about text with evidence from text, and non-linguistic representations.</p>	<p>CC.2.R.L.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.2.R.L.10 Range of Reading and Level of Text Complexity: By the end of the year, read and comprehend literature, including prose and poetry, in the Grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>CC.2.R.I.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>CC.2.R.I.2 Key Ideas and Details: Identify the main topic of a multiparagraph text, as well as, the focus of specific paragraphs within the text.</p> <p>CC.2.R.F.4 Fluency: Read with sufficient accuracy and fluency to support comprehension.</p> <p>CC.2.R.F.4a Fluency: Read grade-level text with purpose and understanding.</p> <p>CC.2.SL.2 Comprehension and Collaboration: Recount or describe key ideas to details from a text read aloud or information presented orally or through other media.</p> <p>CC.2.SL.4 Presentation of Knowledge and Ideas: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
<p>1.1.2.E. Fluency: Demonstrate accuracy and automaticity, in oral reading of grade level text.</p>	<p>CC.2.R.F.4 Fluency: Read with sufficient accuracy and fluency to support comprehension.</p> <p>CC.2.r.f.4b Fluency: Read grade-level text orally with accuracy, appropriate rate, and expression.</p>

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

IRA/NCTE STANDARDS:

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information)

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

FOCUS POINTS:

Fluency

- Oral
- Independent

Phonics and Decoding

- Short vowel sounds: a,e,i,o,u
- Long Vowel Sounds:
- R-Controlled vowels
- Consonant blends
- Consonant digraphs
- Vowel digraphs
- Diphthongs
- Contractions
- Syllables
- Prefixes: mis, under, over, un, re, pre
- Suffixes- er, est, ing, ly, ed, less, ful, able

Phonemic Awareness

- Blending sounds
- Counting syllables
- Rhyming words
- Phoneme isolation
- Phoneme blending
- Phoneme segmentation
- Phoneme addition
- Phoneme matching
- Phoneme deletion
- Phoneme substitution
- Phoneme manipulation
- Phoneme counting

Vocabulary

- Sight Words
- Dolch Words
- Concept Vocabulary
- High Frequency Vocabulary
- Spelling Words

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

Word study

- Alphabetical order
- Syllable patterns
- Word parts
- Contractions
- Antonyms
- Synonyms
- Homographs
- Homophones
- Inflections
- Context clues
- Multiple meaning words
- Word parts
- Prefixes
- Suffixes
- Classify
- Common abbreviations
- Compound words

Narrative Elements

Comprehension

- Retelling
- Reread
- Locate information
- Details
- Sequence
- Make and confirm predictions
- Main idea
- Charts and graphs
- Following directions
- Make inferences
- Summarize
- Cause effect
- Compare/contrast
- Multiple meaning words
- Self-correct
- Word study

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

- Clarify
- Author's purpose
- Making connections
- Fact and fiction

ACTIVITIES:

- Word wall
- Vocabulary flash cards
- Rhyming words
- Manipulating words
- Language master
- Thinking maps
- Harcourt Mission comprehension CD
- Reader's theater
- Choral reading
- Teacher read aloud
- Promethean board activities
- Making words
- Clapping syllables
- Earobics
- Starfall
- Gamegoo
- Brainpop
- Study island
- Razz kids
- Reading a-z
- United streaming
- Harcourt school activities
- Audio text
- Versatiles
- Poems, riddles, songs, rhymes
- Leap Frog Resources
-

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

ASSESSMENTS:

Summative Assessment

- DIBELS
- Harcourt Assessments
- Guided Reading Assessments
- Spelling Tests
- Aims web

Formative Assessment

Teacher observation/Anecdotal records

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

Remediation

- Harcourt Leveled Readers
- Raz-Kids
- Reading a-z
- Intervention kit
- ELL kit
- Intervention station
- Graphic organizers
- Thinking maps
- Computer programs
- Leap Frog
- Language master
- Literacy centers
- Foundations
- Read Naturally
- Small group instruction/activities
- Versatiles

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

Extension

- Harcourt Leveled Readers
- Raz-Kids
- Reading a-z
- Graphic organizers
- Thinking maps
- Computer programs
- Leap Frog
- Language Master
- Literacy centers
- Small group instruction/activities
- Versatiles

Enrichment

- Harcourt Leveled Readers
- Raz-Kids
- Reading a-z
- Graphic organizers
- Thinking maps
- Computer programs
- Leap Frog
- Literacy centers
- Novels
- Small group instruction/activities
- Versatiles

RESOURCES:

- Promethean Flipcharts
- Websites:
- Study Island <http://www.studyisland.com/>
- United Streaming <http://streaming.discoveryeducation.com/index.cfm>
- Earobics <http://earobics.pmsd.org/?module=Auth&action=Logout&exp=true>
- Brain Pop <http://www.brainpop.com/>
- Brain Pop Junior <http://www.brainpopjr.com/>
- Raz- Kids <http://www.raz-kids.com/>
- Starfall www.starfall.com
- Game Goo www.gamegoo.com

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

- Online Leveled Readers <http://www.eharcourtschool.com/>
- Harcourt interactive website <http://www.harcourtschool.com/menus/trophies.html>
- Interactive Harcourt activities http://www.mrnale.com/Trophies-LA_Activities.htm
- Standards Aligned System <http://www.pdesas.org>
- CD/Audio Tape for Anthology Selections
- PSSA Progress Coach Book
- Thinking Maps
- Harcourt Leveled Readers
- Harcourt Daily Language
- Harcourt Trophies Basal Reading Series and Resources
- Kidwriting: A Systematic Approach to Phonics, Journals, and Writing Workshops by Eileen Feldgus
- Intervention Station
- Intervention Kit
- Literacy Station Activities
- Language Master
- Fluency Builders
- Reading A-Z www.readinga-z.com
- Thinkfinity.org
- A-z learning.com www.raz-kids.com
- Funbrain.com
- Kidwriting.com
- Versatiles
- Novels

COMMON CORE STANDARDS KEY

RL	-	READING – LITERATURE
RI	-	READING – INFORMATIONAL TEXT
RF	-	FOUNDATIONAL SKILLS
W	-	WRITING
SL	-	SPEAKING AND LISTENING
L	-	LANGUAGE

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

PA ACADEMIC STANDARDS	CORRESPONDING COMMON CORE STANDARD(S)
1.2.2: LEARNING TO READ INDEPENDENTLY	
<p>1.2.2.A. Text Organization: Use text organization and content to derive meaning from text using criteria.</p>	<p>CC.2.R.L.7 Integration of Knowledge and Ideas: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p> <p>CC.2.R.I.5 Craft and Structure: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p> <p>CC.2.R.I.7 Integration of Knowledge and Ideas: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p> <p>CC.2.R.I.8 Integrations of Knowledge and Ideas: Describe how reasons support specific points the author makes in a text.</p>
<p>1.2.2.B. Fact and Opinion: Differentiate fact from opinion within a text.</p>	
<p>1.2.2.C. Essential and Nonessential Text: Identify essential and nonessential information within and across a variety of texts.</p>	<p>CC.2.R.L.9 Integration of Knowledge and Ideas: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p> <p>CC.2.R.I.8 Integration of Knowledge and Ideas: Describe how reasons support specific points the author makes in a text.</p> <p>CC.2.R.I.9 Integration of Knowledge and Ideas: Compare and contrast the most important points presented by two texts on the same topic.</p>
<p>1.2.2.D. Inferences: Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions, citing evidence from the text to support answers.</p>	<p>CC.2.R.I.6 Craft and Structure: Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

PA ACADEMIC STANDARDS	CORRESPONDING COMMON CORE STANDARD(S)
1.2.2: LEARNING TO READ INDEPENDENTLY	
1.2.2.E. Text Analysis and Evaluation: Read, understand, and respond to essential content of text in all academic areas.	CC.2.R.I.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
	CC.2.R.I.3 Key Ideas and Details: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
	CC.2.R.I.5 Craft and Structure: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
	CC.2.R.I.8 Integration of Knowledge and Ideas: Describe how reasons support specific points the author makes in a text.
	CC.2.R.I.10 Range of Reading and Level of Text Complexity: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades of 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

IRA/NCTE STANDARDS:

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from any periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

FOCUS POINTS:

- Ask/Answer Questions
- Author's Purpose
- Build Concept Vocabulary
- Cause and Effect
- Compare and Contrast
- Compare Genres
- Connect to Leveled Reader
- Context Clues
- Create Mental Images
- Cross Curricular Application
- Decoding Words
- Fact and Opinion
- Follow Directions
- Locate Information
- Listen and Respond
- Main Idea and Details
- Make and Confirm Predictions
- Make Inferences
- Making Connections
- Narrative Elements
- Predicting Outcomes
- Pre-reading Strategies
- Reading Ahead
- Reading Charts and Graphs
- Reread
- Retell
- Sequence
- Summarize
- Synonyms
- Text Structure

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

ACTIVITIES:

- Art Projects
- Audio Text
- Book Reports
- Community Partnerships
- Comprehension Cards
- Cross Curricular Activity Cards
- Harcourt Leveled Readers
- Harcourt Mission Comprehension CD
- Kidwriting
- Language Card Master
- Leap Frog
- Literacy Centers: Writing, Listening, Computer, Phonics, Vocabulary, Skill, Comprehension
- Novels
- Poems
- Posters
- Promethean Flipcharts
- Reading Logs
- School-Home Connections
- Science Experiments
- Social Studies Projects
- Teacher Created Materials
- Thinking Maps
- Trade Books
- Transparencies
- Versatiles
- Websites (see resources)

ASSESSMENTS:

- AimsWeb
- DIBELS
- Progress Monitoring
- End of Selection Tests
- Quarterly and End of Unit Tests
- Teacher Anecdotal Records (checklists, rubrics, observations, portfolios, etc.)

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM READING/COMMUNICATIONS – GRADE 2

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

Remediation

- Additional Support Activities in Harcourt Teacher Manual
- Alternative Teaching Strategies in Harcourt Teacher Manual
- Below Level Books for All Learners
- Computer Programs (see resources)
- Early Success
- English Language Learner Book for All Learners
- English Language Learner Practice Book
- English Language Learner Resource Kit
- Extended Time for Tasks
- Extra Support Practice Book
- Intervention Kits
- Intervention Stations
- Peer Tutoring
- Small Groups
- Websites (see resources)
- Read Naturally

Extension

- Computer Programs (see resources)
- Cross Curriculum Integration
- On Level Books for All Learners
- Practice Book
- Websites (see resources)

Enrichment

- Accelerated Instruction
- Additional Support Activities in Harcourt Teacher Manual
- Advanced Books for All Learners
- Challenge Practice Book
- Computer Programs (see resources)
- Cross Curriculum Integration
- Trade Books
- Websites (see resources)

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

RESOURCES:

- Promethean Flipcharts
- Websites:
- Study Island <http://www.studyisland.com/>
- United Streaming <http://streaming.discoveryeducation.com/index.cfm>
- Earobics <http://earobics.pmsd.org/?module=Auth&action=Logout&exp=true>
- Brain Pop <http://www.brainpop.com/>
- Brain Pop Junior <http://www.brainpopjr.com/>
- Raz- Kids <http://www.raz-kids.com/>
- Starfall www.starfall.com
- Game Goo www.gamegoo.com
- Online Leveled Readers <http://www.eharcourtschool.com/>
- Harcourt interactive website <http://www.harcourtschool.com/menus/trophies.html>
- Interactive Harcourt activities http://www.mrnale.com/Trophies-LA_Activities.htm
- Standards Aligned System <http://www.pdesas.org>
- CD/Audio Tape for Anthology Selections
- PSSA Progress Coach Book
- Thinking Maps
- Harcourt Leveled Readers
- Harcourt Daily Language
- Harcourt Trophies Basal Reading Series and Resources
- Kidwriting: A Systematic Approach to Phonics, Journals, and Writing Workshops by Eileen Feldgus
- Intervention Station
- Intervention Kit
- Literacy Station Activities
- Language Master
- Fluency Builders
- Reading A-Z www.readinga-z.com
- Thinkfinity.org
- A-z learning.com www.raz-kids.com
- Funbrain.com
- Kidwriting.com
- Versatiles
- Novels
- Leap Frog Kit
- Virtual Vine www.thevirtualvine.com

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM READING/COMMUNICATIONS – GRADE 2

- Primary Grades Class Page www.primarygradesclasspage.com
www.kyrene.org/reading
www.fcrr.org
www.rcs.k12.va.us/pfes/
www.carlscorner.us.com/
www.storylineonline.net
www.hubbardscupboard.org/
www.prometheanplanet.com
- Library Books
- Kidwriting Books
- Raz-Kids Computer Program
- Study Island Computer Program
- Brain Pop Jr. Computer Program
- Journals
- Power library link
- Follett library link
<http://flbreeding.wikispaces.com>
- District approved novels: Ira Sleeps Over, Julian's Glorious Summer, Freckle Juice, The Polar Express, 100 Dresses, Wagon Wheels, Alexander and the Terrible, Horrible, No Good, Very Bad Day, The Velveteen Rabbit, The Giving Tree, Trumpet of the Swans, Ramona The Brave, Play Ball Amelia Bedelia, The One in the Middle is the Green Kangaroo, Super Fudge
- Harcourt website
- Workable documents (charts, signs, posters, maps)
- Word Wall
- Microsoft word
www.harcourtschool.com
www.eharcourt.com
- Kurzweil (share drive)
- Audacity

COMMON CORE STANDARDS KEY

RL	-	READING – LITERATURE
RI	-	READING – INFORMATIONAL TEXT
RF	-	FOUNDATIONAL SKILLS
W	-	WRITING
SL	-	SPEAKING AND LISTENING
L	-	LANGUAGE

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

PA ACADEMIC STANDARDS	CORRESPONDING COMMON CORE STANDARD(S)
1.3.2: READING, ANALYZING AND INTERPRETING LITERATURE	
<p>1.3.2.A. Analysis and Evaluation: Read, understand, and respond to works from various genres of literature.</p>	
<p>1.3.2.B. Literary Genres: Recognize and identify different types of genres such as poetry, drama, and fiction.</p>	<p>CC.2.R.L.4 Craft and Structure: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>
<p>1.3.2.C. Literary Elements: Identify literary elements (characters, setting, and plot) in selected readings.</p>	<p>CC.2.R.L.3 Key Ideas and Details: Describe how characters in a story respond to major events and challenges.</p> <p>CC.2.R.L.5 Craft and Structure: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>
<p>1.3.2.D. Literary Devices: Identify literary devices in selected readings (e.g., personification, onomatopoeia, alliteration).</p>	<p>CC.2.R.L.4 Craft and Structure: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>CC.2.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of word relationships and nuances in word meanings.</p>

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

IRA/NCTE STANDARDS:

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information)

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

FOCUS POINTS:

Genre

- Autobiography
- Biography
- Play
- Essay
- Novel
- Poetry
- Narrative (fiction/non-fiction)
- Realistic Fiction
- Nonfiction
- Fantasy
- Fable
- Folktale
- Science Fiction
- Mystery
- Expository non-fiction
- Historical fiction

Comprehension

- Narrative elements: characters, character traits, setting, plot, problem, solution
- Sequence
- Make and confirm predictions
- Draw conclusions
- Make inferences
- Create mental images
- Fact/fiction
- Cause/effect
- Retelling
- Main idea/details
- Dialogue
- Summarize
- Classify/categorize
- Compare/contrast
- Author's purpose
- Literary devices (personification, onomatopoeia, alliteration)
- Fact/opinion
- Point of View/voice
-

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

ACTIVITIES:

- Thinking Maps – circle, double bubble, bubble, tree, brace, flow, multi-flow, bridge
- Graphic organizers
- Classroom discussions / question & answer
- Activity pages
- literacy centers
- Dioramas
- Flip books
- Story wheel
- Movement activities – beach ball toss, acting out
- Picture Walk
- Read/write/confirm
- Computer activities
- Self-questioning with post-it notes (throughout text)
- Think, pair, share
- Illustrating
- Written response
- Oral presentation
- Character role play
- Journaling
- Highlight & sort
- Triangle reading
- Literature circles
- Exit tickets
- Promethean activities
- Guided reading

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

- DIBELS
- End of selection tests
- Theme skilled tests (pre/post)
- Progress monitor
- Computerized tests (RAZ kids, StudyIsland, Brain Pop)
- Teacher observations
- Book reports (other projects)
- Thinking Maps
- Leveled reader resources
- Test prep
- Formative/summative
- Rubrics
- Anecdotal records

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM READING/COMMUNICATIONS – GRADE 2

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

Remediation

- Harcourt Intervention Station
- Harcourt Intervention Kit
- Guided reading instruction - using below leveled readers/resources
- Raz-Kids
- Audio text
- Thinking Maps/graphic organizers
- Ongoing modeling and repetition
- Extra-Support Harcourt practice pages

Extension

- Modeling & independent with guidance
- On-level, leveled readers
- Raz-Kids
- Thinking Maps / graphic organizers
- Study Island
- Read and respond to literature on their level
- Book reports
- Teacher directed (group) reading of novels
- Understand & identify literary devices in novels
- Harcourt practice pages

Enrichment

- Modeling & independent work
- Advanced-level, leveled readers
- Raz-Kids
- Thinking Maps/ graphic organizers
- Study Island
- Read and respond to literature on their level
- Topic research / oral reports
- Student directed (independent or group) reading of novels
- Identify & create samples of literary devices as found in novels
- Challenge Harcourt practice pages
- Literature circles

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM READING/COMMUNICATIONS – GRADE 2

RESOURCES:

- Promethean Flipcharts
- Websites:
- Study Island <http://www.studyisland.com/>
- United Streaming <http://streaming.discoveryeducation.com/index.cfm>
- Earobics <http://earobics.pmsd.org/?module=Auth&action=Logout&exp=true>
- Brain Pop <http://www.brainpop.com/>
- Brain Pop Junior <http://www.brainpopjr.com/>
- Raz- Kids <http://www.raz-kids.com/>
- Starfall www.starfall.com
- Game Goo www.gamegoo.com
- Online Leveled Readers <http://www.eharcourtschool.com/>
- Harcourt interactive website <http://www.harcourtschool.com/menus/trophies.html>
- Interactive Harcourt activities http://www.mrnale.com/Trophies-LA_Activities.htm
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- Intervention Kit
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- Language Master
- Fluency Builders
- Reading a-z www.readinga-z.com
- Thinkfinity.org
- A-Z learning.com www.raz-kids.com
- Funbrain.com
- Kidwriting.com
- Versatiles
- Novels
- Leap Frog Kit
- Virtual Vine www.thevirtualvine.com

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM READING/COMMUNICATIONS – GRADE 2

- Primary Grades Class Page
www.primarygradesclasspage.com
www.kyrene.org/reading
www.fcrr.org
www.rcs.k12.va.us/pfes/
www.carlscorner.us.com/
www.storylineonline.net
www.hubbardscupboard.org/
www.prometheanplanet.com
- Library Books
- Kidwriting Books
- Raz-Kids Computer Program
- Study Island Computer Program
- Brain Pop Jr. Computer Program
- Journals
- Power library link
- Follett library link
<http://flbreeding.wikispaces.com>
- District approved novels: Ira Sleeps Over, Julian's Glorious Summer, Freckle Juice, The Polar Express, 100 Dresses, Wagon Wheels, Alexander and the Terrible, Horrible, No Good, Very Bad Day, The Velveteen Rabbit, The Giving Tree, Trumpet of the Swans, Ramona The Brave, Play Ball Amelia Bedelia, The One in the Middle is the Green Kangaroo, Super Fudge
- Harcourt website
- Workable documents (charts, signs, posters, maps)
- Word Wall
- Microsoft word
www.harcourtschool.com
www.eharcourt.com
- Kurzweil (share drive)
- Audacity
- Classroom library / trade books

COMMON CORE STANDARDS KEY

RL	-	READING – LITERATURE
RI	-	READING – INFORMATIONAL TEXT
RF	-	FOUNDATIONAL SKILLS
W	-	WRITING
SL	-	SPEAKING AND LISTENING
L	-	LANGUAGE

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

PA ACADEMIC STANDARDS	CORRESPONDING COMMON CORE STANDARD(S)
1.4.2: READING, ANALYZING AND INTERPRETING LITERATURE	
1.4.2.A. Narrative: Write organized, detailed descriptive poems and stories that include literary elements.	CC.2.W.3 Text Types and Purposes: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.
1.4.2.B. Informational: Write informational pieces using illustrations when relevant (e.g., descriptions, letters, single-topic reports, instructions).	

IRA/NCTE STANDARDS:

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
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3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and question, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print tests, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

- 9.** Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
- 10.** Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
- 11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
- 12.** Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
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FOCUS POINTS:

- Developing Ideas and Topics
- Adding Details
- Writing Dialogue
- Writing a good beginning
- Organizing ideas
- Sequencing

Types of writing

- Journal
- Friendly letter
- Paragraph
- Thank-you notes
- Picture Essay/ Book
- Lists
- Interviews
- Story excerpt
- Personal narrative
- Descriptive paragraph
- Story
- Advertisement
- Recipe
- Informative paragraph
- How-to-paragraph
- Poster
- Poem
- Riddles/Rhymes
- Directions
- Postcard
- Biography/Autobiography

Writer's Craft/Kid Writing

- Prewrite
- Draft
- Revise
- Reflect
- Publish
- Share
- Peer editing/ conferencing

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

Conventions of writing

- Sentences (complete and incomplete) (correct punctuation and capitalization)
- statements
- questions
- commands
- exclamations
- naming parts of sentences (subject)
- telling parts of sentences (predicate)
- common and proper nouns
- plural nouns
- pronouns
- adjectives
- verbs(Present, past, and helping)
- Abbreviations

ACTIVITIES:

- Thinking maps/ Graphic Organizers
- Journal writing
- Writing prompts
- Pen pal
- Letter writing
- Thank you notes/ invitations
- Word wall
- Class Books: create a book using students collective on a variety of topics
- Write poems: Explore different types of writing poetry (shape poems, acrostic, haiku, rhyming etc)
- Word processing
- Written story response (with focus points)
- Research reports
- Book Reports
- Writing Centers

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

ASSESSMENTS:

- Teacher observation
- Rubrics
- Checklists
- Harcourt assessments
- Writing portfolio

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

Remediation

- Small groups with teacher assistance
- Accommodations (reduction in the number of sentences)
- Teacher model
- Teacher starts and students finish
- Graphic organizers/ thinking maps
- Word processing
- Use of visuals
- Leveled rubric

Extension

- Thinking maps
- Leveled rubrics

Enrichment

- Leveled Rubric

RESOURCES:

- Promethean Flipcharts
- Websites:
- Study Island <http://www.studyisland.com/>
- United Streaming <http://streaming.discoveryeducation.com/index.cfm>
- Earobics <http://earobics.pmsd.org/?module=Auth&action=Logout&exp=true>
- Brain Pop <http://www.brainpop.com/>
- Brain Pop Junior <http://www.brainpopjr.com/>

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM READING/COMMUNICATIONS – GRADE 2

- [Raz- Kids](http://www.raz-kids.com/) <http://www.raz-kids.com/>
- Starfall www.starfall.com
- Game Goo www.gamegoo.com
- Online Leveled Readers <http://www.eharcourtschool.com/>
- Harcourt interactive website <http://www.harcourtschool.com/menus/trophies.html>
- Interactive Harcourt activities http://www.mrnale.com/Trophies-LA_Activities.htm
- Standards Aligned System <http://www.pdesas.org>
- CD/Audio Tape for Anthology Selections
- PSSA Progress Coach Book
- Thinking Maps
- Harcourt Leveled Readers
- Harcourt Daily Language
- Harcourt Trophies Basal Reading Series and Resources
- Kidwriting: A Systematic Approach to Phonics, Journals, and Writing Workshops by Eileen Feldgus
- Intervention Station
- Intervention Kit
- Literacy Station Activities
- Language Master
- Fluency Builders
- Reading a-z www.readinga-z.com
- Thinkfinity.org
- A-Z learning.com www.raz-kids.com
- Funbrain.com
- Kidwriting.com
- Versatiles
- Novels
- Leap Frog Kit
- Virtual Vine www.thevirtualvine.com
- Primary Grades Class Page www.primarygradesclasspage.com
www.kyrene.org/reading
www.fcrr.org
www.rcs.k12.va.us/pfes/
www.carlscorner.us.com/
www.storylineonline.net
www.hubbardscupboard.org/
www.prometheanplanet.com
- Library Books
- Kidwriting Books
- Raz-Kids Computer Program

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM READING/COMMUNICATIONS – GRADE 2

- Study Island Computer Program
- Brain Pop Jr. Computer Program
- Journals
- Power library link
- Follett library link
<http://flbreeding.wikispaces.com>
- District approved novels: Ira Sleeps Over, Julian's Glorious Summer, Freckle Juice, The Polar Express, 100 Dresses, Wagon Wheels, Alexander and the Terrible, Horrible, No Good, Very Bad Day, The Velveteen Rabbit, The Giving Tree, Trumpet of the Swans, Ramona The Brave, Play Ball Amelia Bedelia, The One in the Middle is the Green Kangaroo, Super Fudge
- Harcourt website
- Workable documents (charts, signs, posters, maps)
- Word Wall
- Microsoft word
www.harcourtschool.com
www.eharcourt.com
- Kurzweil (share drive)
- Audacity

COMMON CORE STANDARDS KEY

RL	-	READING – LITERATURE
RI	-	READING – INFORMATIONAL TEXT
RF	-	FOUNDATIONAL SKILLS
W	-	WRITING
SL	-	SPEAKING AND LISTENING
L	-	LANGUAGE

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

PA ACADEMIC STANDARDS	CORRESPONDING COMMON CORE STANDARD(S)
1.5.2: QUALITY OF WRITING	
<p>1.5.2.A. Focus: Write with a focus, with an understanding of topic and audience.</p>	<p>CC.2.W.1 Text Types and Purposes: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>CC.2.W.2. Text Types and Purposes: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>CC.2.W.3 Text Types and Purposes: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thought, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>
<p>1.5.2.B. Content: Develop content appropriate for the topic.</p> <ul style="list-style-type: none"> • Gather and organize information, incorporating details relevant to the topic. • Write a series of related sentences or paragraphs with one central idea. 	<p>CC.2.W.1 Text Types and Purposes: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>CC.2.W.2. Text Types and Purposes: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>CC.2.W.3 Text Types and Purposes: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thought, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>
<p>1.5.2.C. Organization: Organize writing in a logical order.</p> <ul style="list-style-type: none"> • Include a recognizable beginning, middle, and end. 	<p>CC.2.W.1 Text Types and Purposes: Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.</p> <p>CC.2.W.2. Text Types and Purposes: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>CC.2.W.3 Text Types and Purposes: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thought, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

PA ACADEMIC STANDARDS	CORRESPONDING COMMON CORE STANDARD(S)
1.5.2: QUALITY OF WRITING	
<p>1.5.2.D. Style: Write using a variety of sentence structures, adjectives, precise nouns, and action verbs.</p>	<p>CC.2.L.1b Conventions of Standard English: Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>CC.2.L.1c Conventions of Standard English: Use reflexive pronouns (e.g., myself, ourselves).</p> <p>CC.2.L.1d Conventions of Standard English: Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>CC.2.L.1e Conventions of Standard English: Use adjectives and adverbs, and choose between them depending on what is to be modified.</p>
<p>1.5.2.E. Revising: Revise writing to improve detail and order by identifying missing information.</p>	<p>CC.2.W.5 Production and Distribution of Writing: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>
<p>1.5.2.F Convention: Use grade appropriate conventions of language when writing and editing.</p> <ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly. • Use correct grammar and sentence formation. 	<p>CC.2.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>CC.2.L.1a Conventions of Standard English: Use collective nouns (e.g., group).</p> <p>CC.2.L.1b Conventions of Standard English: Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</p> <p>CC.2.L.1c Conventions of Standard English: Use reflexive pronouns (e.g., myself, ourselves).</p> <p>CC.2.L.1d Conventions of Standard English: Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</p> <p>CC.2.L.1e Conventions of Standard English: Use adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>CC.2.L.1f Conventions of Standard English: Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</p> <p>CC.2.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CC.2.L.2a Conventions of Standard English: Capitalize holidays, product names, and geographic names.</p> <p>CC.2.L.2b Conventions of Standard English: Use commas in greetings and closings of letters.</p> <p>CC.2.L.2c Conventions of Standard English: Use an apostrophe to form contractions and frequently occurring possessives.</p> <p>CC.2.L.2d Conventions of Standard English: Generalize learned spelling patterns when writing words (e.g., cage→badge; boy→boil).</p> <p>CC.2.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
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IRA/NCTE STANDARDS:

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
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FOCUS POINTS:

Grammar

- Sentences (complete and incomplete) (correct punctuation and capitalization)
- statements
- questions
- commands
- exclamations
- naming parts of sentences (subject)
- telling parts of sentences (predicate)
- common and proper nouns
- plural nouns
- pronouns
- adjectives
- verbs(Present, past, and helping)
- Abbreviations

Writer's Craft/Kid Writing/ Journal/ Prompted Writing

- Prewrite
 - Draft
 - Revise
 - Reflect
 - Publish
 - Share
- Peer editing/ conferencing

Spelling Words

Vocabulary words

Handwriting

- Introduction to cursive writing (Zaner Bloser)

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

ACTIVITIES:

- Free- write/ self-selected topics
- Brainstorm
- Match text with picture
- Finish story starters
- Write in complete sentences
- Kid Writing works
- Handwriting materials
- Peer editing

ASSESSMENTS:

- End of story Tests- open-ended questions/vocabulary
- Spelling Test
- Rubrics/Checklists
- Teacher observation
- Kid Writing samples

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

Remediation

- Small groups with teacher assistance
- Accommodations (reduction in the number of sentences)
- Teacher model
- Teacher starts and students finish
- Graphic organizers/ thinking maps
- Word processing
- Use of visuals
- Leveled rubric
- Paper choice: Line spacing
- Pencil choice: (thickness, pencil grip)
- Spacing Tool (spaceman)
- Checklist (editing and revising)

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM READING/COMMUNICATIONS – GRADE 2

Extension

- Thinking maps
- Leveled rubrics
- Paper choice: Line spacing
- Checklist (editing and revising)

Enrichment:

- Leveled Rubric
- Paper choice: Line spacing
- Checklist (editing and revising)

RESOURCES:

- Promethean Flipcharts
- Websites:
- Study Island <http://www.studyisland.com/>
- United Streaming <http://streaming.discoveryeducation.com/index.cfm>
- Earobics <http://earobics.pmsd.org/?module=Auth&action=Logout&exp=true>
- Brain Pop <http://www.brainpop.com/>
- Brain Pop Junior <http://www.brainpopjr.com/>
- Raz- Kids <http://www.raz-kids.com/>
- Starfall www.starfall.com
- Game Goo www.gamegoo.com
- Online Leveled Readers <http://www.eharcourtschool.com/>
- Harcourt interactive website <http://www.harcourtschool.com/menus/trophies.html>
- Interactive Harcourt activities http://www.mrnale.com/Trophies-LA_Activities.htm
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- Harcourt Trophies Basal Reading Series and Resources
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- Intervention Station
- Intervention Kit
- Literacy Station Activities
- Language Master
- Fluency Builders

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

- Reading a-z www.readinga-z.com
- Thinkfinity.org
- A-Z learning.com www.raz-kids.com
- Funbrain.com
- Kidwriting.com
- Versatiles
- Novels
- Leap Frog Kit
- Virtual Vine www.thevirtualvine.com
- Primary Grades Class Page
www.primarygradesclasspage.com
www.kyrene.org/reading
www.fcrr.org
www.rcs.k12.va.us/pfes/
www.carlscorner.us.com/
www.storylineonline.net
www.hubbardscupboard.org/
www.prometheanplanet.com
- Library Books
- Kidwriting Books
- Raz-Kids Computer Program
- Study Island Computer Program
- Brain Pop Jr. Computer Program
- Journals
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- Follett library link
- <http://flbreeding.wikispaces.com>
- District approved novels: Ira Sleeps Over, Julian's Glorious Summer, Freckle Juice, The Polar Express, 100 Dresses, Wagon Wheels, Alexander and the Terrible, Horrible, No Good, Very Bad Day, The Velveteen Rabbit, The Giving Tree, Trumpet of the Swans, Ramona The Brave, Play Ball Amelia Bedelia, The One in the Middle is the Green Kangaroo, Super Fudge
- Harcourt website
- Workable documents (charts, signs, posters, maps)
- Word Wall
-
- Microsoft word
www.harcourtschool.com
www.eharcourt.com
- Kurzweil (share drive)
- Audacity

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

COMMON CORE STANDARDS KEY

RL	-	READING – LITERATURE
RI	-	READING – INFORMATIONAL TEXT
RF	-	FOUNDATIONAL SKILLS
W	-	WRITING
SL	-	SPEAKING AND LISTENING
L	-	LANGUAGE

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

PA ACADEMIC STANDARDS	CORRESPONDING COMMON CORE STANDARD(S)
1.6.2: SPEAKING AND LISTENING	
<p>1.6.2.A. Listening Skills/Discussion: Listen actively and respond to others in small and large situations.</p> <ul style="list-style-type: none"> • Respond with grade level appropriate questions, ideas, information, or opinions. 	<p>CC.2.SL.1 Comprehension and Collaboration: Participate in collaborative conversations with diverse partners about Grade 2 topics and tests with peers and adults in small and larger groups.</p> <p>CC.2.SL.1b Comprehension and Collaboration: Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>CC.2.SL.3 Comprehension and Collaboration: 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.</p> <p>CC.2.SL.6 Presentation of Knowledge and Ideas: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language standards 1 and 3 on page 26 for specific expectations.)</p> <p>CC.2.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CC.2.L.6 Vocabulary Acquisition and Use: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>
<p>1.6.2.B. Speaking Skills/Presentation: Use appropriate volume, clarity, and gestures in individual or group situations. Deliver an oral report on an assigned topic.</p>	<p>CC.2.SL.4 Presentation of Knowledge and Ideas: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audible in coherent sentences.</p> <p>CC.2.SL.6 Presentation of Knowledge and Ideas: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language standards 1 and 3 on page 26 for specific expectations.)</p> <p>CC.2.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CC.2.L.6 Vocabulary Acquisition and Use: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
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IRA/NCTE STANDARDS:

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

FOCUS POINTS:

- Listening strategies
- Initiate and respond appropriately to conversations, discussions, and teacher questions
- Respond to literature
- Retell a story
- Describe personal ideas and feelings
- Audience behavior
- Listen for enjoyment and identify story elements
- Retell events, paraphrase what has been said by a speaker
- Active listening for comprehension focus skills
- Speak clearly and audibly and use appropriate volume and pace

ACTIVITIES:

- Theme read aloud
- Sharing literature (Harcourt Teacher's Edition)
- Author's Chair
- Perform a skit
- Reader's Theater
- Tell a story
- Choral Reading
- Echo Reading
- Pair/Share or Partner Reading
- Listen and respond to a story
- Raz-Kids
- Listening Center- listening to books on tape
- Participate in classroom activities and discussion
- Presentations

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

ASSESSMENTS:

- DIBELS
- Teacher observation
- Raz-Kids
- Rubrics

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

Remediation

- Raz-Kids
- DIBELS- Progress Monitoring
- Earobics
- Intervention Resource Kit
- English Language Learner's Resource Kit
- Below Level Books For All Learners/Practice Books
- Computer websites
- Harcourt fluency builder cards
- Hot/Cold Reads
- Kurzweil

Extension

- On Level Books For All Learners/Practice Books
- Raz-Kids
- Computer Websites
- Hot/Cold Reads
- Fluency Builder Cards

Enrichment

- Advanced Books For All Learners/Practice Books
- Computer Websites
- Fluency Builder Cards
- Raz-Kids
- Hot/Cold Reads

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM READING/COMMUNICATIONS – GRADE 2

RESOURCES:

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- Websites:
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- United Streaming <http://streaming.discoveryeducation.com/index.cfm>
- Earobics <http://earobics.pmsd.org/?module=Auth&action=Logout&exp=true>
- Brain Pop <http://www.brainpop.com/>
- Brain Pop Junior <http://www.brainpopjr.com/>
- Raz- Kids <http://www.raz-kids.com/>
- Starfall www.starfall.com
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- Harcourt interactive website <http://www.harcourtschool.com/menus/trophies.html>
- Interactive Harcourt activities http://www.mrnale.com/Trophies-LA_Activities.htm
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- A-Z learning.com www.raz-kids.com
- Funbrain.com
- Kidwriting.com
- Versatiles
- Novels
- Leap Frog Kit
- Virtual Vine www.thevirtualvine.com
- Primary Grades Class Page
www.primarygradesclasspage.com
www.kyrene.org/reading

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

www.fcrr.org
www.rcs.k12.va.us/pfes/
www.carlscorner.us.com/
www.storylineonline.net
www.hubbardscupboard.org/
www.prometheanplanet.com

- Library Books
- Kidwriting Books
- Raz-Kids Computer Program
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- Brain Pop Jr. Computer Program
- Journals
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- Microsoft word
- www.harcourtschool.com
- www.eharcourt.com
- Kurzweil (share drive)
- Audacity

COMMON CORE STANDARDS KEY

RL	-	READING – LITERATURE
RI	-	READING – INFORMATIONAL TEXT
RF	-	FOUNDATIONAL SKILLS
W	-	WRITING
SL	-	SPEAKING AND LISTENING
L	-	LANGUAGE

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

PA ACADEMIC STANDARDS	CORRESPONDING COMMON CORE STANDARD(S)
1.7.2: CHARACTERISTICS AND FUNCTIONS OF THE ENGLISH LANGUAGE	
1.7.2.A. Formal and Informal Language: Recognize formal and informal language used in speech, writing, and literature.	CC.2.L.3a Knowledge of Language: Compare formal and informal uses of English.

IRA/NCTE STANDARDS:

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

FOCUS POINTS:

Grammar

- Sentences (complete and incomplete) (correct punctuation and capitalization)
- statements
- questions
- commands
- exclamations
- naming parts of sentences (subject)
- telling parts of sentences (predicate)
- common and proper nouns
- plural nouns
- pronouns
- adjectives
- verbs(Present, past, and helping)
- Abbreviations

Writer's Craft

- Developing ideas and topics
- Adding details
- Paragraph: structure
- Friendly letter
- Thank you note
- Voice: dialogue
- Colorful words
- Paragraph: description
- Writing a good beginning
- Organizing ideas
- Sequencing
- Story writing
- Riddles
- Poems
- Invitations
- Advertisements
- Recipes
- Maintaining focus
- Research report
- Paragraph: explanation

Writer's prompt

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

ACTIVITIES:

- KidWriting
- Story Responses
- Shared Writing
- Create different varieties of poems and stories
- Daily Oral Language
- Reader's Theater
- Center Activities
- Thinking Dots
- Versatiles
- Oral presentations
- Raz-kids
- Reading a-z
- Novels

ASSESSMENTS:

- End of selection test
- KidWriting Journals
- Teacher Observation
- Story Responses
- Teacher Corrected Centers
- Letter Writing

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

Remediation

- Raz-Kids
- DIBELS- Progress Monitoring
- Earobics
- Intervention Resource Kit
- English Language Learner's Resource Kit
- Below Level Books For All Learners/Practice Books
- Computer websites
- Harcourt fluency builder cards
- Hot/Cold Reads
- Kurzweil

Extension

- On Level Books For All Learners/Practice Books
- Raz-Kids
- Computer Websites
- Hot/Cold Reads
- Fluency Builder Cards

Enrichment

- Advanced Books For All Learners/Practice Books
- Computer Websites
- Fluency Builder Cards
- Raz-Kids
- Hot/Cold Reads

RESOURCES:

- Promethean Flipcharts
- CD/Audio tape for Anthology Selections
- Thinking Maps
- Harcourt Leveled Readers
- Daily Oral Language
- Reading A-Z
- Teacher Created Materials
- Book Reports
- Journal Writing

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

- KidWriting
- Websites:
 - Study Island
 - United Streaming
 - Earobics
 - Brain Pop
 - Brain Pop Jr.
 - Raz-Kids
 - Read Write Think
 - Starfall
 - Game Goo
 - Online Leveled Readers
 - Harcourt Interactive Website
 - Interactive Harcourt Activities

COMMON CORE STANDARDS KEY

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**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

PA ACADEMIC STANDARDS	CORRESPONDING COMMON CORE STANDARD(S)
1.8.2: RESEARCH	
1.8.2.A. Inquiry Based Process: Generate questions and locate answers about a specific topic.	CC.2.W.8 Research to Build and Present Knowledge: Recall information from experiences to gather information from provided sources to answer a question.
1.8.2.B. Location of Information and Citing Sources: Conduct research on self-selected or assigned topics using specified sources.	CC.2.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations.
	CC.2.W.8 Research to Build and Present Knowledge: Recall information from experiences to gather information from provided sources to answer a question.
1.8.2.C. Organization and Production of Final Product: Share and explain the results of research using visual aids.	CC.2.W.7 Research to Build and Present Knowledge: Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations.

IRA/NCTE STANDARDS:

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
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5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.
10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

FOCUS POINTS:

- Gather information
- Research topics from Harcourt, cross curricular, teacher or student initiated
- Compare/contrast
- Details

ACTIVITIES:

- Harcourt computer cross-curricular centers
- Posters
- Research a given project/topic
- Brochure
- Flyer
- Graph
- Mural
- Reports
- Library research skills

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

ASSESSMENTS:

- Project/presentation
- Rubric
- Teacher observation
- Checklist
- Rating scale
- Formative/summative assessments

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

Remediation

- Assignment accommodations (length, amount of time, etc.)
- Teacher assistance
- Peer helper
- Graphic organizers
- Leveled research materials

Extension:

- Thinking maps to organize information
- Use computer/books/video to research given topic
- Leveled research materials

Enrichment:

- Peer mentoring
- Access to multi-media research materials
- Leveled research materials

RESOURCES:

- Promethean Flipcharts
- Websites:
- Study Island <http://www.studyisland.com/>
- United Streaming <http://streaming.discoveryeducation.com/index.cfm>
- Earobics <http://earobics.pmsd.org/?module=Auth&action=Logout&exp=true>
- Brain Pop <http://www.brainpop.com/>
- Brain Pop Junior <http://www.brainpopjr.com/>
- Raz- Kids <http://www.raz-kids.com/>

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM READING/COMMUNICATIONS – GRADE 2

- Starfall www.starfall.com
- Game Goo www.gamegoo.com
- Online Leveled Readers <http://www.eharcourtschool.com/>
- Harcourt interactive website <http://www.harcourtschool.com/menus/trophies.html>
- Interactive Harcourt activities http://www.mrnale.com/Trophies-LA_Activities.htm
- Standards Aligned System <http://www.pdesas.org>
- CD/Audio Tape for Anthology Selections
- PSSA Progress Coach Book
- Thinking Maps
- Harcourt Leveled Readers
- Harcourt Daily Language
- Harcourt Trophies Basal Reading Series and Resources
- Kidwriting: A Systematic Approach to Phonics, Journals, and Writing Workshops by Eileen Feldgus
- Intervention Station
- Intervention Kit
- Literacy Station Activities
- Language Master
- Fluency Builders
- Reading a-z www.readinga-z.com
- Thinkfinity.org
- A-z learning.com www.raz-kids.com
- Funbrain.com
- Kidwriting.com
- Versatiles
- Novels
- Leap Frog Kit
- Virtual Vine www.thevirtualvine.com
- Primary Grades Class Page www.primarygradesclasspage.com
- www.school.eb.com – Britannica On-Line School Edition
- www.unitedstreaming.com – Discovery Education
- www.kyrene.org/reading
- www.fcrr.org
- www.rcs.k12.va.us/pfes/
- www.carlscorner.us.com/
- www.storylineonline.net
- www.hubbardscupboard.org/
- www.prometheanplanet.com
- Library Books
- Kidwriting Books

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM READING/COMMUNICATIONS – GRADE 2

- Raz-Kids Computer Program
- Study Island Computer Program
- Brain Pop Jr. Computer Program
- Journals
- Power library link
- Follett library link
- <http://flbreeding.wikispaces.com>
- District approved novels: Ira Sleeps Over, Julian's Glorious Summer, Freckle Juice, The Polar Express, 100 Dresses, Wagon Wheels, Alexander and the Terrible, Horrible, No Good, Very Bad Day, The Velveteen Rabbit, The Giving Tree, Trumpet of the Swans, Ramona The Brave, Play Ball Amelia Bedelia, The One in the Middle is the Green Kangaroo, Super Fudge
- Harcourt website
- Workable documents (charts, signs, posters, maps)
- Word Wall
- Microsoft word
- www.harcourtschool.com
- www.eharcourt.com
- Kurzweil (share drive)
- Audacity
- computers
- Thinking maps
- Dictionaries
- Teacher created materials
- Atlases
- Reference books

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**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

PA ACADEMIC STANDARDS	CORRESPONDING COMMON CORE STANDARD(S)
1.9.2: INFORMATION, COMMUNICATION, AND TECHNOLOGY LITERACY	
1.9.2.A. Media and Technology Resources: Use media and technology resources for directed and independent learning activities.	CC.2.W.6 Production and Distribution of Writing: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. CC.2.W.8 Research to Build and Present Knowledge: Recall information from experiences to gather information from provided sources to answer a question. CC.2.SL.5 Presentation of Knowledge and Ideas: Create audio recordings of stories or poems; add drawings or other visual displays to stories or recount of experiences when appropriate to clarify ideas, thought, and feelings. CC.2.L.2e Conventions of Standard English: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

IRA/NCTE STANDARDS:

- 8.** Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
- 10.** Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
- 11.** Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

FOCUS POINTS:

- Utilize word processing software
- Utilize paint software
- Utilize internet reference sources
- Utilize clipart
- Utilize internet search engines
- Interact with literacy community (video conference, skype)

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

ACTIVITIES:

Harcourt computer cross-curricular centers

- Word processing
 - Harcourt and cross curricular topics
 - Composing sentences
 - Utilizing cut and paste
 - Typing skills
 - Friendly letter
 - Utilizing drag and drop
 - Compose poems
 - Brochures
 - Informational sentences/paragraphs
 - Utilizing spellcheck
 - Create headlines
 - Programs
 - Font style and size
 - Create captions for news stories
 - Type a report
 - Flyers
 - Thesaurus
 - Dictionary
- Paint/drawing software
- Idea web
- Harcourt and cross curricular topics
- Clipart
- Select graphics
- Posters
- Invitations
- Research and Reference
- Harcourt and cross curricular topics
- Internet research
- Virtual field trips/experiences
- Video conferencing/Skype
- Podcasts

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

ASSESSMENTS:

- Activotes
- Product rubric
- Raz Kids records
- Teacher observations
- Study island records
- Anecdotal records
- Checklists
- Writing scales

DIFFERENTIATION:

Remediation

- Extended time
- Raz kids
- Teacher supplied sources
- Thinking maps
- Accommodations
- Peer support

- Teacher support
- Leveled materials
- Websites

Extension:

- Raz kids
- Leveled materials
- Websites
- Thinking maps

Enrichment:

- Leveled materials
- Raz kids
- Peer mentoring
- Websites
- Thinking maps

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM READING/COMMUNICATIONS – GRADE 2

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- Earobics <http://earobics.pmsd.org/?module=Auth&action=Logout&exp=true>
- Brain Pop <http://www.brainpop.com/>
- Brain Pop Junior <http://www.brainpopjr.com/>
- Raz- Kids <http://www.raz-kids.com/>
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- Thinkfinity.org
- A-z learning.com www.raz-kids.com
- Funbrain.com
- Kidwriting.com
- Versatiles
- Novels
- Leap Frog Kit
- Virtual Vine www.thevirtualvine.com
- Primary Grades Class Page www.primarygradesclasspage.com

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

www.kyrene.org/reading

www.fcrr.org

www.rcs.k12.va.us/pfes/

www.carlscorner.us.com/

www.storylineonline.net

www.hubbardscupboard.org/

www.prometheanplanet.com

- Library Books
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 - Brain Pop <http://www.brainpop.com/>
 - Brain Pop Junior <http://www.brainpopjr.com/>
 - Raz-Kids <http://www.raz-kids.com/>
 - Read Write Think www.readwritethink.org

**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 2**

Starfall www.starfall.com
Game Goo <http://www.earobics.com/gamegoo/gooey.html>
Online Leveled Readers <http://www.eharcourtschool.com/>
Harcourt interactive website <http://www.harcourtschool.com/menus/trophies.html>
Interactive Harcourt activities http://www.mrnale.com/Trophies-LA_Activities.htm
Skill Practice <http://www.bbc.co.uk/skillswise/>
Seussville www.seussville.com
Giggle poetry www.gigglepoetry.com
Literactive <http://literactive.com/Home/index.asp>
Spelling city www.spellingcity.com
Aesop's Fables www.aesopsfables.com
Jan Brett www.janbrett.com
Jeopardy Labs www.jeopardylabs.com
Primary Grades Class Page www.primarygradesclasspage.com
www.Qwiki.com
youtube.com
teachertube.com
Online Leveled Readers <http://www.eharcourtschool.com/>
Standards Aligned System <http://www.pdesas.org>

- Webcams
- Digital cameras
- Scanners

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