## **Curriculum Map**

Course Title: English Language Arts Grade: 2<sup>nd</sup>

Unit (Name/Number): Foundational Skills Pacing: Year Long

Essential Question(s): How do I acquire and practice pre-reading skills?

Content/Key Concepts	Standards	Key Vocabulary	Learning Activities/Resources	Evidence of Learning (Assessments; Performance Tasks)
<ul> <li>Phonics and Word Recognition</li> <li>Know and apply grade-level phonics and word analysis skills in decoding words.</li> <li>Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>Decode two-syllable words with long vowels and words with common prefixes and suffixes.</li> <li>Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.</li> <li>Read grade-appropriate irregularly spelled words. (e.g., was, Wednesday, again, Earth)</li> </ul>	Common Core R.F.2.3 PA Core Standards 1.1.2.D		Words Their Way Six Minute Solutions DIBELS- Progress Monitoring Fluency Passages (Reading Street) Read Naturally	Optional Assessments:  Words Their Way word sorts  Words Their Way spelling lists  Words Their Way (spell check)  Student Writing  Required Assessments:  Sight Word Assessment Trimester 1 -39 words Trimester 2 - 78 words Trimester 3 - 117 words  DIBELS
<ul> <li>Read with accuracy to support comprehension.</li> <li>Read on-level texts with purpose and understanding.</li> <li>Read on-level texts orally with accuracy, appropriate rate, and expression in successive readings.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul>	Common Core R.F.2.4 PA Core Standards 1.1.2.E			