

Complete Reading Grade 2

Scope and Sequence



Complete Reading for Grade 2

Complete Reading for Grade 2 is a comprehensive (1500+ activities) Language Arts program designed to give students all of the reading and language skills required for mastery to the end of Grade 2. Each component of the program uses hundreds of activities to build skills gradually and sequentially. Auditory instructions, help buttons and rule files ensure that students will navigate the activities easily, independently and at their own level of ability. A wide variety of reward and reinforcements keep the students engaged and motivated to succeed while they develop academic self confidence.



Teacher Dashboard

Using the Teacher Dashboard, a teacher can assign program pretests to individual students, or an entire class. Based on pretest results, the Teacher Dashboard will create an individualized program to target each student's skill deficits. It's completely automated and provides a highly efficient way to tailor instruction to meet specific learning needs. It provides individualized student instruction in a way that is not otherwise possible given limited time & resources.

- Pretests automatically assess the skill and ability levels of each student
- Automatic creation of an individualized program for each student's specific needs
- Teachers also retain the ability to customize all programs to meet instructional needs
- New "Hot Spots" report quickly identifies areas of student difficulty
- New "Skills" report relates all activities to specific curriculum outcomes
- Stores student marks and progress in one central location for all programs
- Creates and prints reports quickly and easily for sharing with parents and staff

Program Layout

1. Phonics
2. Sight Words
3. Language and Grammar
4. Reading

Targeted Skills

Phonics
Sight Word Recognition
Reading Comprehension
Grammar
Language
Spelling

1. PHONICS

9 units and 50 subunits. Activity key for subunits below.

UNIT	SUBUNIT
1. Short Vowels	A, E, I, O, U, Review
2. Long Vowels	A, E, I, O, U, Review
3. Consonant Blends	R Blends, L Blends, S Blends, Digraphs
4. Hard and Soft C and G	Hard C, Soft C, C Review, Hard G, Soft G, G Review
5. R Controlled Vowels	OR Sound, ER Sound, IR Sound, UR Sound, ER IR and UR Review, AR as in Car, AR as in Care, AR Sounds Review
6. Vowel Digraphs	AW and AU Sounds, OO as in Book, OO as in Too, OO Review, EA Sound
7. Vowel Diphthongs	OI and OY, OU as in House, OW as in Down, OW as in Show, OW Review
8. Vowel Sounds of Y	Y as in MY, Y as in Funny, Y Review
9. Word Ending	<p>S-s-s-so Easy! - (adding s to the end of words)</p> <p>The Odd Couple - (adding es to the end of words)</p> <p>Double Trouble - (doubling consonants before adding <i>ing</i>, <i>ed</i>, <i>er</i> or <i>y</i>)</p> <p>Don't Touch That Word! - (words that don't change their spelling when adding <i>ed</i>, <i>ing</i>, <i>er</i>, or <i>y</i>)</p> <p>Drop that E - (words that end in e, drop the final e before adding <i>ed</i>, <i>ing</i>, <i>er</i>, or <i>es</i>)</p> <p>See Y Change! - (don't change the <i>y</i> to <i>i</i> when adding <i>ing</i>)</p> <p>Y Worry? - (words that end in a consonant and a <i>y</i>, change the <i>y</i> to <i>i</i>, then add <i>ed</i>, <i>es</i>, <i>er</i> or <i>ly</i>)</p>

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UNIT	ACTIVITY NAME	INSTRUCTION	SKILLS	COMMON CORE STANDARDS
See above (subunits contain the following activities)	Word Families	Click on the letters that will make words for the word family.	Sound blending words from phonemes	RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
	Hear and Match	Click on the word you hear and say it.	Auditory recognition of words	
	Picture Match I	Click on the word that matches each picture.	Match word concepts with pictures	
	Picture Match II	Type the word that matches the picture.	Type the correct words for given pictures	
	Word Games - Concentration	Find the matching words to see a hidden picture.	Visual and auditory memory	
	Word Games - Word Search	Find a hidden word and click on each letter of the word.	Word tracking skills	
	Word Games - Wizard	Try to uncover the hidden list word without losing all your magic crystals.	Spelling skills	
	Missing Letters	Type the words you hear and fill in the missing letters.		
	Scrambled Letters	Type or click on the letters in the correct order to spell the word you hear.	Visual letter sequencing	
	Rhyming Words	Click on the words on each row that rhyme with the first word.	Understand rhyming and word families	
	Quiz	Choose “yes” or “no” to answer each sentence.	Understand meaning of words and basic sentence structure	
Sentences	Type the correct answer for each sentence.			

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UNIT	ACTIVITY NAME	INSTRUCTION	SKILLS	COMMON CORE STANDARDS
See above (subunits contain the following activities)	Word Meanings	Match the words with their meanings.	Understand word meanings	
	Categories (2 activities)	Select the correct heading (Long or Short Vowel or Hard or Soft Consonant) for each word that you hear.	Determine whether words have long or short vowel sounds or hard or soft	
	Gumballs	Color the gumball words that have the given sound.	Recognition of phonics sounds	
	Match the Sounds	Click on the words in each row that make the same vowel or consonant sound as the first word.		
	Add the Endings (Unit 9 Only)	Apply the rule to add the endings to the word.	Skill will pertain to the spelling rule being taught	
	Remove the Endings (Unit 9 Only)	Type the word without the ending.		

2. SIGHT WORDS

LIST	WORDS
1	bit, fill, fit, hit, miss, lay, may, job, lot, top, drop
2	hill, bill, fun, game, doll, spot, box, gas, map, child
3	hope, note, bad, glad, sat, stand, act, flat, plan, shall
4	lost, seat, heat, meet, seen, fell, set, spell, rest, led
5	friend, ready, end, send, free, real, sent, near, told, took, move
6	gone, maybe, ago, list, mine, lie, side, wide, cost, without
7	ate, past, place, stay, wait, safe, art, step, full, knew, turn
8	rock, block, barn, fire, glass, hole, letter, sail, smile, tail, team, hair
9	rich, trip, tomorrow, cool, dark, deep, during, test, trade, track, rule
10	else, almost, enjoy, front, great, learn, might, sure, beside, feeling, understand
11	cook, cross, half, ring, snow, line, number, paint, rope, wood
12	yet, along, air, guess, happen, left, main, nearly, pay, sound, above
13	began, being, born, able, allow, across, corner, count, busy, cannot, clear
14	hurry, itself, fact, fear, means, miles, music, quiet, really, return, rise
15	money, oil, roll, bottle, change, finish, key, knife, watch, shapes, afraid
16	size, strong, simple, song, speed, surprise, since, sometimes, young, pair
17	against, already, beautiful, become, believe, belong, center, certain, choose, complete, copy, cover
18	present, hundred, knock, shovel, square, spring, string, breakfast, building, church, circus, doctor
19	decide, describe, different, enough, explain, heavy, however, important, lovely
20	piece, point, problem, question, special, subject, suddenly, thought, touch, toward

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LIST	WORDS
Animal Words	bear, chicken, cows, duck, horse, monkey, pig, rabbit, sheep, snake
Body Words	body, ears, face, foot, hand, head, heart, legs, nose, skin
Clothing Words	clothes, dress, hat, jeans, shirt, shoes, skirt, socks
Opposites 1	ahead, anything, arrive, behind, brother, buy, leave, nothing, sell, sister, few, several
Opposites 2	correct, cried, death, dry, first, last, laughed, life, wet, wrong
Opposites 3	break, build, early, happy, east, easy, hard, late, sad, west
Opposites 4	high, inside, king, listen, low, moon, north, outside, queen, south, sun, talk
Opposites 5	lose, part, quickly, short, slowly, summer, tall, thick, thin, whole, win, winter
Food Words	apple, bread, eggs, fish, fruit, meat, milk, salt, seeds, sugar
Home and Garden	chair, floor, flowers, garden, grass, oven, room, table, wall, window, yard
School	bell, class, color, crayon, desk, page, paper, pencil, sentence, study
Transportation	bicycle, boat, bus, plane, ship, train, truck, van, wheels
City and Country	city, country, crops, farm, field, road, shop, store, street, town
Water	ice, lake, ocean, rain, river, sea, stream, waves
Time	evening, hour, minute, month, second, time, week, year
Action	catch, climb, dance, fight, push, race, reach, smell, speak, swim
People	aunt, family, men, Mr, Mrs, person, someone, teacher, uncle, woman
Earth	earth, forest, ground, land, park, plants, root, sand, stick, stone
Sky	air, cloud, sky, space, stars, weather, wind
Contractions	didn't, I'll, isn't, let's, wasn't, we'll

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40 lists of basic grade-appropriate words. Each list has the following activities:

ACTIVITY NAME	INSTRUCTION	SKILLS	COMMON CORE STANDARDS
Word Match	Click on the word below that matches the big word.	Visual word recognition	<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <p>L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>L.2.6. 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>
Auditory Match	Click on the word you hear and say it.	Auditory word recognition	
Typing	Type the letters of the word you see.	Keyboarding	
Picture Match	Click on the word that matches each picture.	Matching word concepts with pictures	
Flash Cards	Click on the word that matches the big word.	Auditory and visual word recognition	
Comprehension	Find the word that belongs in each sentence and click on it.	Using words in the context of sentences	
See and Spell	Type the letters of each word that appears on the screen.	Spell words using visual memory	
Hear and Spell	Type the letters of the word that you hear.	Spell words using auditory memory	
Concentration	Find the matching words to see the hidden picture.	Visual and auditory memory	
Word Search	Find the hidden word and click on each letter of the word.	Visual discrimination and word tracking	
Jumble	Match the mixed up words with the correct words on the left.	Letter sequencing and spelling	

3. LANGUAGE AND GRAMMAR

UNIT	ACTIVITY NAME	INSTRUCTION	SKILLS	COMMON CORE STANDARDS
Punctuation - Apostrophe - Contractions (3 units as follows) List 1: aren't/ can't/couldn't/ didn't/doesn't/ don't/hasn't/ haven't/he's/he'll List 2: hadn't/I'm/ isn't/it's/let's/ she'll/she's/ shouldn't/there's/ they'll List 3: you're/ you'll/wouldn't/ won't/what's/ weren't/we're/ we'll/wasn't/ they're	Contraction Match	Match the words with their contractions.	Understand common contractions. Identify contractions for given words and words for given contractions.	L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Auditory Match I	Choose the correct contractions for the words you hear.		
	Auditory Match II	Choose the correct words for the contractions you hear.		
	Click on the Correct Contraction	Click on the correct contraction for the word you see.		
	Unscramble the Contractions	Unscramble the contractions.		
	Typing I	Type the long form for each contraction.		
	Typing II	Type the proper contractions for these words.		
	Concentration	Match the words with their contractions.		
Punctuation - Apostrophe - Singular Possessives	Match the Possessives	Match the noun with the possessive form.	Understand meaning of singular possessive nouns and apply them in given sentences.	L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Type the Possessive Noun	Type the correct possessive noun.		
	Choose the Correct Possessive Noun	Choose the correct possessive noun.		
Language	Comma Use - Letters	Click where you should place commas in the following letters.	Understand comma use in letter writing.	L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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UNIT	ACTIVITY NAME	INSTRUCTION	SKILLS	COMMON CORE STANDARDS
Compound Sentences	Is it a Compound Sentence?	Is this a compound sentence?	Identify whether a given sentence is a compound sentence.	L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Compound Sentences I	Click on the two shorter sentences that make up the compound sentence at the top.	Understand that compound sentences are made up of smaller sentences.	
	Compound Sentences II			
Capitalization	Rule 1: First letter of the sentence and the word I.	Click on the words that should have capital letters.	Understand various capitalization rules and apply them to given sentences.	L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
	Rule 2: The names of days, months and holidays.			
	Rule 3: Names of people and pets.			
	Rule 4: All geographic names, cities, states, countries, rivers, lakes, oceans, mountains, etc.			
	Rule 5: Buildings, structures and landmarks.			
	Rule 6: Companies and organizations.			
	Rule 7: Brand names.			
	Rule 8: Titles of T.V. programs, songs, movies, books and poems.			
	Rule 9: Quotations.			

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UNIT	ACTIVITY NAME	INSTRUCTION	SKILLS	COMMON CORE STANDARDS
Prefixes List 1 - preheat, discontinue, prepaid, rebuild, recount, dislike, disagree, preschool List 2 - repaid, replay, renew, remove, redo, reread, unable, uneven List 3 - unkind, unlock, unhappy, unfriendly, unlucky, unhealthy, unsafe, unfair	Add the Prefix 1	Combine the given word with its prefix to form a new word.	Understand how to use a prefix to form a new word.	RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.
	Add the Prefix 2			
	Match the Meanings	Match the words with their correct meanings.		
	Match the Prefix	Click on the correct prefix to make the word you see into a new word.		
Suffixes List 1 - careful, careless, goodness, hopeful, hopeless, likely, thoughtful, kindness List 2 - lovely, lucky, playful, rainy, ripeness, safely, monthly List 3 - slowly, softly, sticky, sweetly, timely, useful, weakness, weekly	Add the Suffix 1	Combine the given word with its suffix to form a new word.	Understand how to use a suffix to form a new word.	
	Add the Suffix 2			
	Match the Suffix	Click on the correct suffix to make the word you see into a new word.		

4. READING

70 grade-appropriate fiction and non-fiction stories with comprehension questions.

UNIT	ACTIVITY NAME	INSTRUCTION	SKILLS	COMMON CORE STANDARDS
<p>35 UNITS OF 2 STORIES EACH</p>	<p>Read and Do</p>	<p>2. What catches inside the parachute? a) air b) water c) sky</p> <p>4. How does Mom steer the parachute? a) She pulls on the ropes b) The air slows her down c) The cuts the ropes</p> <p>5. From this story you can tell that: a) A parachute is open inside an airplane b) A parachute is made of paper c) A parachute is not open inside an airplane</p>	<p>Getting the Facts Sequencing Events Making Inferences Predicting Outcomes</p>	<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>(FICTION STORIES)</p> <p>RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RL.2.3. Describe how characters in a story respond to major events and challenges.</p> <p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p> <p>RL.2.7. 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>RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>

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UNIT	ACTIVITY NAME	INSTRUCTION	SKILLS	COMMON CORE STANDARDS
		<i>(continued)</i>	<i>(continued)</i>	<p>(NON-FICTION STORIES)</p> <p>RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p> <p>RI.2.8. Describe how reasons support specific points the author makes in a text.</p> <p>RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>

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<p>35 UNITS OF 2 STORIES EACH</p>	<p>Read and Do</p>	<p>1. What is a good name for this story? a) A Man’s Big Jump b) The Parachute c) Mom’s Big Jump</p> <p>3. What is the main idea in this story? a) A parachute makes a person fall faster b) Everyone on a plane must wear a parachute c) A parachute slows a person down</p>	<p>Identifying the Main Idea Drawing Conclusions</p>	<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>(FICTION STORIES)</p> <p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>(NON-FICTION STORIES)</p> <p>RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.</p> <p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p> <p>RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>

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UNIT	ACTIVITY NAME	INSTRUCTION	SKILLS	COMMON CORE STANDARDS
35 UNITS OF 2 STORIES EACH	Vocabulary Builder	<p>1. What story word rhymes with <i>near</i>? a) steer b) air c) stand</p> <p>2. <i>Up</i> and <i>down</i> are opposites. What story word is the opposite of <i>low</i>? a) opens b) high c) over</p> <p>3. Which word from the story rhymes with <i>pair a boots</i>? a) pair of feet b) parachutes c) parakeets</p> <p>4. What word means <i>happy</i>? a) hug b) yells c) joy</p> <p>5. What story word has the small word <i>cat</i> in it? a) parachute b) carry c) catches</p>	<p>Word Meanings</p> <p>Rhyming Words</p> <p>Root and Base Words</p> <p>Spelling</p> <p>Synonyms, Antonyms & Homonyms</p> <p>Compound Words</p>	<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>

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UNIT	ACTIVITY NAME	INSTRUCTION	SKILLS	COMMON CORE STANDARDS
35 UNITS OF 2 STORIES EACH	Clozing Time	<p><i>After each number in the story there is a word missing. Choose the correct words below the box to go with each number in the story. Click on the words at the top to hear them.</i></p> <p>Up in the air, high in the sky, a woman jumps out of an 1. She is falling fast, very fast. On her back is a 2. When she pulls a rope, the parachute opens up. The air 3 inside the parachute and slows her down. She 4 the parachute by pulling on the ropes. She lands on her feet in the grass and jumps for joy. We all run over to give my mom a big hug.</p> <p>1 - airplane / parachute 2 - parachute / airplane 3 - steers / catches 4 - catches / steers</p>	Using Words in Context	<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>
		<p>Hear and Match</p> <p>Click on the word you hear and say it.</p>	Word Recognition	<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.</p> <p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p>
<p>I Remember</p> <p>Find the matching words to see the hidden picture.</p>	Memory			
<p>Word Shapes</p> <p>Choose the word that fits into each word shape.</p>	Visual Discrimination			
<p>Typing</p> <p>Type the letters for each word in the list.</p>	Keyboard Skills			
<p>Letter Stew</p> <p>Match the mixed up words with the correct words on the left.</p>	Visual Tracking Spelling			
<p>Word Hunt</p> <p>Find the hidden word and click on each letter of the word.</p>	Word Recognition Spelling			
35 UNITS				

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ACTIVITY NAME	INSTRUCTION	SKILLS	COMMON CORE STANDARDS
Rhyming Words I	Choose and type the correct word from the list above to complete this poem.	Pick a word that rhymes with a given set of words.	RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
Rhyming Words II	Match the word on the left with the word on the right that rhymes with it.		
Rhyming Schemes I	Arrange these lines so they make a poem with an AABB rhyming scheme.	Understand the rhyming scheme for a given poem.	
Rhyming Schemes II	Is this an ABAB rhyming scheme?		
Verses - Couplets	Choose the best line to complete these couplets.	Identify rhyming words in a given quatrain and couplet.	
Verses - Quatrains	Click on the rhyming word pairs in each quatrain.		
Point of View I	Whose point of view is expressed in this statement?	Determine whose point of view is being expressed from clues in a given statement.	RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.
Point of View II			
Writing To Convince Or Persuade	Click on the sentence that does not give a strong reason to support the statement.	Identify whether a given sentence strongly supports a basic argument.	
Dictionary Use	Various questions that require students to use an included electronic dictionary.	Understand how to use a basic dictionary.	L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Features of Text I	Various questions pertaining to: caption, bold print, heading, glossary, index	Understand the basic organizational features of texts.	RI.2.5. 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.
Features of Text II			
Formal and Informal	Identify whether formal or informal writing would be used in various scenarios.	Understand the basic concept of informal and formal use of language.	L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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Pictures and Text	Determine whether various pieces of information are found in a text or in a picture.	Understand the difference between gathering information from a picture or text.	RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.