

GRADE 2
**READING &
LITERATURE**

Student Course Plan



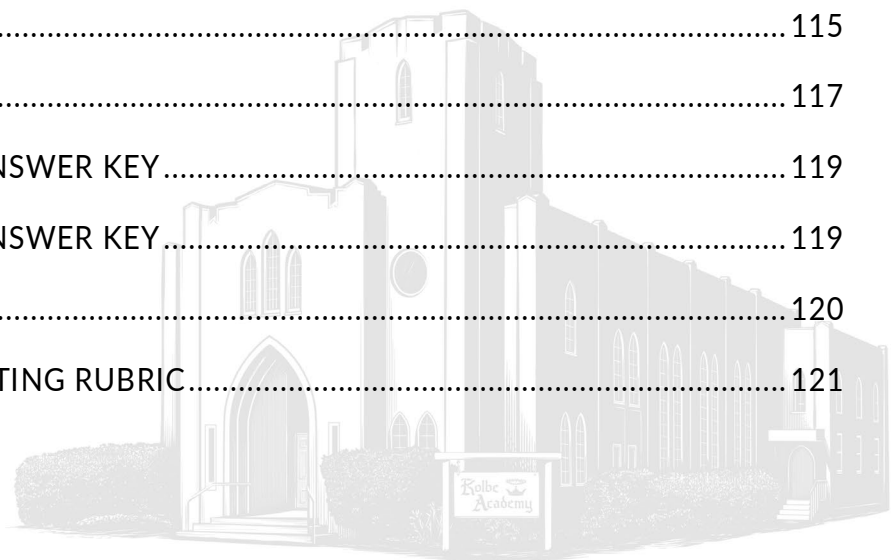


GRADE 2 READING & LITERATURE



TABLE OF CONTENTS

COURSE TITLE AND TEXTS	3
COURSE DESCRIPTION.....	4
LEARNING OUTCOMES	4
COURSE PLAN COMPONENTS	5
SCOPE AND SEQUENCE QUARTER 1.....	6
SCOPE AND SEQUENCE QUARTER 2.....	7
SCOPE AND SEQUENCE QUARTER 3.....	8
SCOPE AND SEQUENCE QUARTER 4.....	9
WEEKLY PLANS.....	10
READING PLANS	79
POEMS.....	112
QUARTER 2 FINAL EXAM	115
QUARTER 4 FINAL EXAM	117
QUARTER 2 FINAL EXAM ANSWER KEY.....	119
QUARTER 4 FINAL EXAM ANSWER KEY.....	119
GRADING GUIDANCE	120
QUARTER 1 AND 3 PREWRITING RUBRIC.....	121



Ad majorem Dei gloriam!



GRADE 2 READING & LITERATURE



COURSE TITLE: Reading & Literature 2

COURSE TEXTS:

- LIT 2 ACTIVITY BOOK** *Literature 2 Student Activity Book.* Kolbe Academy Press. Napa, 2025.
- LIT 2 TEACHER MANUAL** *Literature 2 Teacher Manual.* Kolbe Academy Press. Napa, 2025.
- CNR** *Catholic National Reader, Book Two.* Kolbe Academy Press. Napa, 2025.
- THE TRUMPET OF THE SWAN** White, E.B. *The Trumpet of the Swan.* HarperCollins. New York, 2020.
- CHARLOTTE'S WEB** White, E.B. *Charlotte's Web.* HarperCollins. New York, 2012.
- FARMER BOY** Wilder, Laura Ingalls. *Farmer Boy.* HarperCollins. New York, 2008.
- AESOP'S FABLES** Aesop. *Aesop's Fables.* Various editions. Dover Publications. New York, 1994.
- A CHILD'S GARDEN OF VERSES** Stevenson, Robert Louis. *A Child's Garden of Verses.* Dover Publications. New York, 1992.
- THE BOXCAR CHILDREN** Warner, Gertrude Chandler. *The Boxcar Children.* Random House Books for Young Readers. New York, 1989.
- WINNIE THE POOH** Milne, A.A. *Winnie-the-Pooh.* Penguin Young Readers Group. New York, 1988.
- FIRST COMMUNICANTS** Windeatt, Mary Fabyan. *Patron Saint of First Communicants: The Story of Blessed Imelda Lambertini.* TAN Books. Charlotte, 1992.
- PETER RABBIT (OPTIONAL)** Potter, Beatrix. *The Tale of Peter Rabbit.* Dover Publications. New York, 1993.



GRADE 2 READING & LITERATURE



COURSE DESCRIPTION:

The course will cover a selection of readings appropriate to the level of the child. The readings will be taken from the *Catholic National Reader Book Two*, plus material from the *Kolbe Academy Literature 2* program.

The foundation for the Kolbe Academy reading program is the *Catholic National Reader* series. The presentation style of the *Catholic National Reader* is developed so that the full range of study is contained in each story (phonics, spelling, definitions, and ever-increasing vocabulary).

The reading program is based on mutual response (teacher reading, students listening, and student reading/teacher and students listening). Vocal reading skills are indispensable in this program. *The Catholic National Reader, Book Two*, is the primary reader for the second grade level.

Read carefully and follow the *Introduction to the Teacher's Edition of Questions for the Catholic National Reader, Book Two*. The *Catholic National Reader* is quite challenging, so if necessary, proceed more slowly than the course plans suggest. It is not unusual for a student to read a book that is a year below his grade level. Make sure the student understands the vocabulary and the content of the stories. In addition to the *Catholic National Reader*, the student should become acquainted with longer classic tales. We recommend the books featured in *Literature 2*. This course plan has four different reading tracks and plenty of good writing activities and discussion questions.

As reading is focused not just on learning how to read but also on learning patterns of language, the variety is important. Also, poetry will further the student's understanding of language. This is why it is included here as well.

LEARNING OUTCOMES:

This course will enable the student to:

- Develop in the student a love for reading
- Introduce the student to reading as the most natural way of learning
- Obtain a firm grasp of word meanings and vocabulary
- Identify characters and simple plots, and describe in simple terms the point or objective of the author
- Develop writing skills ordered to effective communication
- Develop an appreciation of good literature



GRADE 2 READING & LITERATURE



- Develop the ability to begin and finish a book
- Develop the ability to write book reports
- Develop the ability to understand and mimic varied patterns of language
- Develop the facility in reading aloud
- Develop the ability to retell the story in the student's own words
- Develop the ability to find the moral or objective of the story
- Specific objectives:
 - Finding the main idea
 - Identifying details
 - Recognizing relationships
 - Critical thinking

COURSE PLAN COMPONENTS:



READINGS AND COURSE TEXTS | Assigned readings from the course texts, which have been broken down under the course plan weekly assignments.



KEY POINTS | Highlighted key concepts for each week, found in the course plan weekly assignments.



ASSIGNMENTS | Weekly assignments for the student, including literature, poetry, memory work, and writing, which have been structured and intentionally formatted to develop important skills.



EXAMS | There are two exams, assigned at the end of the second and third quarters, given to assess the student's reading fluency and comprehension. The exams and exam answer keys are provided at the end of this Course Plan.







APPENDIX | The course plan appendix includes grading guidance and the prewriting rubric for Quarters 1 and 3.



GRADE 2 READING & LITERATURE



SCOPE AND SEQUENCE | Quarter 1




 Week:	Lesson / Topic:	Major Assignment:
1	<ul style="list-style-type: none"> • <i>Aesop's Fables or Trumpet of the Swan</i> • <i>Catholic National Reader Lessons I & II</i> • "The Eagle" 	
2	<ul style="list-style-type: none"> • <i>Aesop's Fables or Trumpet of the Swan</i> • <i>Catholic National Reader Lessons III & IV</i> • "The Eagle" 	
3	<ul style="list-style-type: none"> • <i>Aesop's Fables or Trumpet of the Swan</i> • <i>Catholic National Reader Lessons V & VI</i> • "The Eagle" 	
4	<ul style="list-style-type: none"> • <i>Charlotte's Web or Trumpet of the Swan</i> • <i>Catholic National Reader Lessons VII & VIII</i> • "The Eagle" 	Activity 7 (TS) 
5	<ul style="list-style-type: none"> • <i>Charlotte's Web or Trumpet of the Swan</i> • <i>Catholic National Reader Lessons IX & X</i> • "The Eagle" 	Prewriting, Activity 4(CW), "The Eagle" Recitation 
6	<ul style="list-style-type: none"> • <i>Charlotte's Web or A Child's Garden of Verses</i> • <i>Catholic National Reader Lessons XI & XII</i> • "I Never Saw a Moor" 	
7	<ul style="list-style-type: none"> • <i>Charlotte's Web or A Child's Garden of Verses</i> • <i>Catholic National Reader Lessons XIII & XVI</i> • "I Never Saw a Moor" 	
8	<ul style="list-style-type: none"> • <i>Charlotte's Web or A Child's Garden of Verses</i> • <i>Catholic National Reader Lessons XV & VXI</i> • "I Never Saw a Moor" 	"I Never Saw a Moor" Recitation 



GRADE 2 READING & LITERATURE



SCOPE AND SEQUENCE | Quarter 2





 Week:	Lesson / Topic:	Major Assignment:
1	<ul style="list-style-type: none"> • <i>The Boxcar Children, A Child’s Garden of Verses, or First Communicants</i> • <i>Catholic National Reader Lessons XVII & XVIII</i> • “The Preamble to the Constitution of the United States” 	
2	<ul style="list-style-type: none"> • <i>The Boxcar Children, Farmer Boy, or First Communicants</i> • <i>Catholic National Reader Lessons XIX & XXII</i> • “The Preamble to the Constitution of the United States” 	
3	<ul style="list-style-type: none"> • <i>The Boxcar Children, Winnie the Pooh, or Farmer Boy</i> • <i>Catholic National Reader Lessons XXI & XXII</i> • “The Preamble to the Constitution of the United States” 	
4	<ul style="list-style-type: none"> • <i>First Communicants, Winnie the Pooh, Farmer Boy, or The Boxcar Children</i> • <i>Catholic National Reader Lessons XXIII & XXIV</i> • “The Preamble to the Constitution of the United States” 	
5	<ul style="list-style-type: none"> • <i>First Communicants, Winnie the Pooh, Farmer Boy, or The Boxcar Children</i> • <i>Catholic National Reader Lessons XXV & XXVI</i> • “The Preamble to the Constitution of the United States” 	
6	<ul style="list-style-type: none"> • <i>Winnie the Pooh, Farmer Boy, or The Boxcar Children</i> • <i>Catholic National Reader Lessons XXVII & XXVIII</i> • “The Preamble to the Constitution of the United States” 	
7	<ul style="list-style-type: none"> • <i>Winnie the Pooh, Farmer Boy, or The Boxcar Children</i> • <i>Catholic National Reader Lessons XXIX & XXX</i> • “The Preamble” 	“Preamble” Recitation 
8	<ul style="list-style-type: none"> • <i>Winnie the Pooh, Farmer Boy, or The Boxcar Children</i> • <i>Catholic National Reader Quarter 2 Final Exam</i> • <i>Review poems</i> 	Quarter 2 Final Exam 



GRADE 2 READING & LITERATURE



SCOPE AND SEQUENCE | Quarter 3




 Week:	Lesson / Topic:	Major Assignment:
1	<ul style="list-style-type: none"> • <i>Aesop's Fables or Trumpet of the Swan</i> • <i>Catholic National Reader Lessons I & II</i> • "The Eagle" 	
2	<ul style="list-style-type: none"> • <i>Aesop's Fables or Trumpet of the Swan</i> • <i>Catholic National Reader Lessons XXXIII & XXXIV</i> • "At the Zoo" 	
3	<ul style="list-style-type: none"> • <i>Aesop's Fables or Trumpet of the Swan</i> • <i>Catholic National Reader Lessons XXXV & XXXVI</i> • "At the Zoo" 	
4	<ul style="list-style-type: none"> • <i>Charlotte's Web or Trumpet of the Swan</i> • <i>Catholic National Reader Lessons XXXVII & XXXVIII</i> • "At the Zoo" 	Activity 7 (TS) 
5	<ul style="list-style-type: none"> • <i>Charlotte's Web or Trumpet of the Swan</i> • <i>Catholic National Reader Lessons XXXIX & XL</i> • "At the Zoo" 	Prewriting, Activity 4(CW) 
6	<ul style="list-style-type: none"> • <i>Charlotte's Web or A Child's Garden of Verses</i> • <i>Catholic National Reader Lessons XLI & XLII</i> • "At the Zoo" 	
7	<ul style="list-style-type: none"> • <i>Charlotte's Web or A Child's Garden of Verses</i> • <i>Catholic National Reader Lessons XLIII & XLVI</i> • "At the Zoo" 	
8	<ul style="list-style-type: none"> • <i>Charlotte's Web or A Child's Garden of Verses</i> • <i>Catholic National Reader Lessons XLV & XLVI</i> • "At the Zoo" 	"At the Zoo" Recitation 



GRADE 2 READING & LITERATURE



SCOPE AND SEQUENCE | Quarter 4

 Week:	Lesson / Topic:	Major Assignment:
1	<ul style="list-style-type: none"> • <i>The Boxcar Children, A Child’s Garden of Verses, or First Communicants</i> • <i>Catholic National Reader Lessons XLVII & XLVIII</i> • “The Land of Storybooks” 	
2	<ul style="list-style-type: none"> • <i>The Boxcar Children, Farmer Boy, or First Communicants</i> • <i>Catholic National Reader Lessons XLIX & L</i> • “The Land of Storybooks” 	
3	<ul style="list-style-type: none"> • <i>The Boxcar Children, Winnie the Pooh, or Farmer Boy</i> • <i>Catholic National Reader Lessons LI & LII</i> • “The Land of Storybooks” 	
4	<ul style="list-style-type: none"> • <i>First Communicants, Winnie the Pooh, Farmer Boy, or The Boxcar Children</i> • <i>Catholic National Reader Lessons LIII & LIV</i> • “The Land of Storybooks” 	
5	<ul style="list-style-type: none"> • <i>First Communicants, Winnie the Pooh, Farmer Boy, or The Boxcar Children</i> • <i>Catholic National Reader Lessons LV & LVI</i> • “The Land of Storybooks” 	
6	<ul style="list-style-type: none"> • <i>Winnie the Pooh, Farmer Boy, or The Boxcar Children</i> • <i>Catholic National Reader Lessons LVII & LVIII</i> • “The Land of Storybooks” 	
7	<ul style="list-style-type: none"> • <i>Winnie the Pooh, Farmer Boy, or The Boxcar Children</i> • <i>Catholic National Reader Lessons LIX & LX</i> • “The Land of Storybooks” 	 “The Land of Storybooks” Recitation
8	<ul style="list-style-type: none"> • <i>Winnie the Pooh, Farmer Boy, or The Boxcar Children</i> • <i>Catholic National Reader</i> • <i>Review poems</i> 	 Quarter 4 Final Exam



QUARTER 1: WEEK 1



TEXTS AND MATERIALS:

- *Catholic National Reader, Book 2*
- Literature Text (from appropriate Reading Plan)
- Literature 2 Activity Book
- Literature 2 Teacher Guide



KEY POINTS:

- **Customize** the reading to your child. The goal of reading is to stretch your child’s abilities but not to overwhelm the child. The common expectations for this course are to expose the child to a rich literary tradition, to memorize poems, to learn to listen attentively, to speak to the text, to learn basic composition skills, and to improve copy work.
- Literature: Every child can listen to and appreciate literature. The literature has four customized pathways laid out in the Reading Plans section of the Course Plan, found after the Weekly Plans. Choose the option that will stretch but not overwhelm your child. Be willing to change your plan if it is not the best one for your student.
- *Catholic National Reader*: Emerging readers should be gently encouraged to read this on his own. Start by having the student read select words, then sentences, then paragraphs. Buddy read by alternating paragraphs or sentences until your student can read with ease. Be willing to reread to assist in comprehension. Be sensitive to a student who reads well but is slow or fails to comprehend what he reads. This student will need more regular, shorter practice sessions with easier reads to build the mental muscles needed.
- Poetry: Every child should memorize poetry if they can. How much is done and the degree to which it is fully committed to memory will depend on the individual child. The important thing is to exercise the memory and to observe the patterns of language in poetry.
- Writing: There are many activities, and not all are assigned in this lesson plan. Use them as you see fit for your student. Some students will want more activities; some need fewer activities or oral activities. The discussion questions and prewriting exercises are always oral as the spoken word is closer to the concept.
- The lessons are all numbered in Roman numerals. Pointing this out is a good way for the student to be introduced to this concept incrementally.

DAY
ONE

CNR Lesson I

Saving the Blessed Sacrament - Go over the vocabulary words to make sure the student can pronounce the words correctly, and explain what some of the more obsolete or difficult words mean: **sacristy** - room in the church where sacred vessels and vestments



DAY
TWO

Poetry

are kept; **luna** - the silver receptacle used to hold the Blessed Sacrament; **regiment**- a group of soldiers; **approach** - come near to; **innocence** - freedom from sin. Have the student read the questions before reading the story. Have him read the story orally and then write the answers to the questions in complete sentences. Level 1 readers may need the parent to do most of the reading.

Read the poem “The Eagle” with the student. The poem is found in the back of this course plan. Ask the student what he thinks the poem is about.

Literature Text
Lit 2 Teacher Guide
Lit 2 Activity Book

Follow the track that is appropriate for your student. See Reading Plans. Be sure to select a quarter 1 pre-write exercise that your student does orally and transcribe it for reporting purposes. That along with an activity page will be the first quarter work submissions. See exam guidance in the course plan for more information.

Poetry

Read the poem “The Eagle” again with the student. Ask the student to describe the scene in the story. What does the student “see”?

DAY
THREE

CNR Lesson II

Morning - There are no especially challenging vocabulary words in this passage. Have the student read the questions before reading the story. Have him read the story orally and then write the answers to the questions in complete sentences. Level 1 students should be encouraged to read some words. Level 2 and 3 students should buddy read.

Poetry

Read the poem “The Eagle” with the student. Encourage the student to begin to say the first two lines with you. Say a line, have your student say the line. Repeat the line, have your student say it again. Ask the student to try to say it again. Prompt as needed.

DAY
FOUR

Literature Text
Lit 2 Teacher Guide
Lit 2 Activity Book

Follow the track that is appropriate for your student. See Reading Plans.



DAY
FIVE

- Poetry** Have the student practice the first two lines of “The Eagle”. Use the method described yesterday.
- Literature Text** Extra time for literature as needed.
Lit 2 Teacher Guide
Lit 2 Activity Book
- CNR Lesson I** **Saving the Blessed Sacrament** - Go over the vocabulary words to make sure the student can pronounce the words correctly, and explain what some of the more obsolete or difficult words mean: **sacristy** - room in the church where sacred vessels and vestments are kept; **luna** - the silver receptacle used to hold the Blessed Sacrament; **regiment**- a group of soldiers; **approach** - come near to; **innocence** - freedom from sin. Have the student read the questions before reading the story. Have him read the story orally and then write the answers to the questions in complete sentences. Level 1 readers may need the parent to do most of the reading.

Weekly NOTES:

WEEK 1 GRADEBOOK				
Assignments	Included	Day 1 & 3	Day 2 & 4	Total (C)
Discussion/Comp. Questions	<input type="checkbox"/>			
Reading	<input type="checkbox"/>			
Activity Pages	<input type="checkbox"/>			
Prewriting Activities	<input type="checkbox"/>			
Memorization	<input type="checkbox"/>			
WEEK 1 AVERAGE	<i>Add up column C and divide by number of included <input type="checkbox"/> assignments.</i>			%



QUARTER 1: WEEK 2



TEXTS AND MATERIALS:

- Catholic National Reader, Book 2
- Literature Text (from appropriate Reading Plan)
- Literature 2 Activity Book
- Literature 2 Teacher Guide



KEY POINTS:

- Since *The Catholic National Reader* was originally written in the 1890s, much of the language is archaic and some of the stories difficult to understand for today’s children. It is good for the child to be introduced to archaic language as preparation for the understanding of the classics in later years. How difficult Shakespeare would be for one who has only read modern material! Help the child understand the conditions of the period in which the stories were written.

DAY
ONE

CNR Lesson II

The Cow - Go over the vocabulary words to make sure the student can pronounce the words correctly. Have the student read the questions before reading the story, or read them to the student. Have him read the story aloud, buddy read the story with you, or you read the story to the student.

Poetry

Have your student practice the first two lines of “The Eagle”. Use the method described last week.

DAY
TWO

Literature Text
Lit 2 Teacher Guide
Lit 2 Activity Book

Follow the track that is appropriate for your student. See Reading Plans.

Poetry

Have your student practice the first two lines of “The Eagle”.

DAY
THREE

CNR Lesson IV

Love One Another - Go over the vocabulary words to make sure the student can pronounce the words correctly. **offend** -hurt either physically or emotionally, hurting feelings, being mean. Have the student read the questions before reading the story, or read them to the student. Have him read the story aloud, buddy read the story with you, or you read the story to the student.



DAY FOUR	<input type="checkbox"/> Poetry	Have your student practice the first two lines of the “Eagle”.
	<input type="checkbox"/> Literature Text Lit 2 Teacher Guide Lit 2 Activity Book	Follow the track that is appropriate for your student. See Reading Plans.
DAY FIVE	<input type="checkbox"/> Poetry	Have your student practice the first two lines of “The Eagle”. Add the third line.
	<input type="checkbox"/> Literature Text Lit 2 Teacher Guide Lit 2 Activity Book	Extra time for literature as needed.

Weekly NOTES:

WEEK 2 GRADEBOOK				
Assignments	Included	Day 1 & 3	Day 2 & 4	Total (C)
Discussion/Comp. Questions	<input type="checkbox"/>			
Reading	<input type="checkbox"/>			
Activity Pages	<input type="checkbox"/>			
Prewriting Activities	<input type="checkbox"/>			
Memorization	<input type="checkbox"/>			
WEEK 2 AVERAGE	<i>Add up column C and divide by number of included <input type="checkbox"/> assignments.</i>			%



QUARTER 1: WEEK 3



TEXTS AND MATERIALS:

- Catholic National Reader, Book 2
- Literature Text (from appropriate Reading Plan)
- Literature 2 Activity Book
- Literature 2 Teacher Guide



KEY POINTS:

- Lesson VI this week is a continuation of Lesson V. The student could be helped to understand that in our time this situation most likely could not be possible because of safety regulations in place.

DAY
ONE

CNR Lesson V

True Courage -Vocabulary: **bah** -an expression of disgust; **scoffs** - makes fun of; **plunge** - jump into; **savage** - vicious, mean; **weather** - the temperature outside; **pluck** - courage, bravery. Have the student read the questions before reading the story, or read them to the student. Have him read the story aloud, buddy read the story with you, or you read the story to the student.

Poetry

Have your student practice the first three lines of “The Eagle”. Use the method described in week 1.

DAY
TWO

Literature Text
Lit 2 Teacher Guide
Lit 2 Activity Book

Follow the track that is appropriate for your student. See Reading Plans.

Poetry

Have your student practice the first three lines of “The Eagle”.

DAY
THREE

CNR Lesson VI

True Courage—(Continued) -Vocabulary: **risk** - take a chance; **coward** - one who is afraid to do the right thing; **thrust** - push forcefully; **defend** - stand up for, protect; **courage** - bravery; **companions** - friends. Have the student read the questions before reading the story, or read them to the student. Have him read the story aloud, buddy read the story with you, or you read the story to the student.



**GRADE 2
READING & LITERATURE**

Weekly Plans

DAY FOUR	<input type="checkbox"/> Poetry	Practice the first three lines of the poem “The Eagle” with the student.
	<input type="checkbox"/> Literature Text Lit 2 Teacher Guide Lit 2 Activity Book	Follow the track that is appropriate for your student. See Reading Plans.
DAY FIVE	<input type="checkbox"/> Poetry	Have your student practice the first three lines of “The Eagle”. Add the next two lines. Use the method described in Week 1.
	<input type="checkbox"/> Literature Text Lit 2 Teacher Guide Lit 2 Activity Book	Extra time for literature as needed.

Weekly NOTES:

WEEK 3 GRADEBOOK				
Assignments	Included	Day 1 & 3	Day 2 & 4	Total (C)
Discussion/Comp. Questions	<input type="checkbox"/>			
Reading	<input type="checkbox"/>			
Activity Pages	<input type="checkbox"/>			
Prewriting Activities	<input type="checkbox"/>			
Memorization	<input type="checkbox"/>			
WEEK 3 AVERAGE	Add up column C and divide by number of included <input type="checkbox"/> assignments.			%