

READING, ENGLISH, LANGUAGE ARTS

LENGTH OF TIME: Daily (2 Hours)

GRADE LEVEL: 2 (Second Grade)

DESCRIPTION OF COURSE

This course stresses the fundamental skills and strategies of reading, writing, listening, and speaking, integrated through the Essential Questions. Through reading and responding to a variety of texts and generating different types of writing, students will expand their basic skills and make meaningful connections between their lives and their reading and writing. Students will be evaluated through their products, their performances, and their interpersonal communications.

ESSENTIAL QUESTIONS

- How do I use my working knowledge about concepts of print alphabetic principle and other basic conventions to grow into an effective reader?
- How do I read, understand, and respond to informational text?
- How do I read and respond to works of literature?
- How do I write clear and focused text for different purposes?
- How do I speak formally, listen critically, and verbally respond as an individual or in a group?

COURSE STANDARDS: PA CORE STANDARDS (ACADEMIC STANDARDS FOR ENGLISH LANGUAGE ARTS PRE K) <https://www.pdesas.org/Page?pagelId=11>

READING:

Standard 1.1: Foundational Skills

Students will gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. These foundational skills are not an end in and of themselves; rather, students apply them as effective readers

1.1.2.A Intentionally Blank

1.1.2.B Intentionally Blank

1.1.2.C Intentionally Blank

1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words.

- Distinguish long and short vowels when reading regularly spelled one-syllable words
- Decode two-syllable words with long vowels and words with common prefixes and suffixes.
- Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.
- Read grade-appropriate irregularly spelled words.

1.1.2.E Read with accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Standard 1.2: Reading Informational Text

Students will read, understand, and respond to informational text – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

1.2.2.A Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text.

ELA-November 2, 2016

1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.

1.2.2.D Intentionally Blank

1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.

1.2.2.F Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.

1.2.2.G Explain how graphic representations contribute to clarify a text.

1.2.2.H Describe how reasons support specific points the author makes in a text.

1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.

1.2.2.J Acquire and use grade-appropriate conversational, general academic and domain-specific words and phrases.

1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.

1.2.2.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

Standard 1.3: Reading Literature

Students will read and respond to works of literature – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

1.3.2.A Recount stories and determine their central message, lesson, or moral.

- 1.3.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- 1.3.2.C Describe how characters in a story respond to major events and challenges.
- 1.3.2.D Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- 1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes this action.
- 1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
- 1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
- 1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different cultures.
- 1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
- 1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
- 1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.

CURRICULUM PROGRAMS/TOOLS

1. Benchmark Literacy Reading Series
2. Leveled Trade Books
3. Foundations

INSTRUCTIONAL SUPPORTS/PRACTICES

- Display and teach using a variety of forms of print
- Provide several opportunities for both reading and writing of newly learned words
- Offer multi-sensory activities to support and practice new skills
- Build a connection between fluency and comprehension
- Chart and display new vocabulary words to reinforce speaking, listening, and writing usage
- Teach comprehension and metacognitive strategies (prediction, use of picture & textual structure clues, clarify meaning through questioning)
- Provide opportunities for the learner to respond to the text using a variety of mediums
- Expose students to a variety of media to gain information (computer, recorded media)
- Assist students in selecting age and ability-appropriate fiction materials to read
- Teach close-reading strategies to further comprehension of text
- Model use of graphic organizers

ENGLISH / WRITING:

Standard 1.4: Writing

Students will write for different purpose and audience. Students write clear and focused text to convey a well-defined perspective and appropriate content.

1.4.2.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

1.4.2.B Identify and introduce the topic.

1.4.2.C Develop the topic with facts and/or definitions.

1.4.2.D Group information and provide a concluding statement or section.

1.4.2.E Choose words and phrases for effect.

1.4.2.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize proper nouns
- Use commas and apostrophes appropriately.
- Spell words drawing on common spelling patterns.
- Consult reference material as needed.

1.4.2.G Write opinion pieces on familiar topics and texts.

1.4.2.H Identify the topic and state an opinion.

1.4.2.I Support the opinion with reasons that include details connected to the opinion.

1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement.

1.4.2.K Use a variety of words and phrases to appeal to the audience.

1.4.2.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize proper nouns.
- Use commas and apostrophes appropriately.
- Spell words drawing on common spelling patterns.
- Consult reference materials as needed.

1.4.2.M Write narratives to develop real or imagined experiences or events.

1.4.2.N Establish a situation and introduce a narrator and/or characters.

1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.

1.4.2.P Organize a short sequence of events, using temporal words to signal event order, provide a sense of closure.

1.4.2.Q Choose words and phrases for effect.

1.4.2.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- Capitalize proper nouns.
- Use commas and apostrophes appropriately.

ELA-November 2, 2016

- Spell words drawing on common spelling patterns.

- Consult reference material as needed.
- 1.4.2.S Intentionally Blank
- 1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- 1.4.2.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.
- 1.4.2.V Participate in individual or shared research and writing projects.
- 1.4.2.W Recall information from provided sources to answer a question.
- 1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CURRICULUM PROGRAMS/TOOLS

1. Units of Study Writing Program
2. Foundations
3. Benchmark Writer's Workshop Language Mini-Lessons

INSTRUCTIONAL SUPPORTS/PRACTICES

- Implement writing workshop
- Small group and individual conferencing
- Student goal setting
- Writing rubrics
- Word Walls
- Brainstorming practices
- Integration of spelling strategies
- Integration of book as text/author mentors
- Modeling of craft moves within writing
- Implementation of writers' shares
- Implementation of writing mantras
- Offer resources for students to use in collecting information
- Provide opportunity for students to engage in shared, interactive, and independent writing
- Model appropriate spacing between letters, words, sentences, and paragraphs

Standard 1.5: Speaking and Listening

Students will present appropriately in formal speaking situations, listening critically, and respond intelligently as individuals or in group discussions.

- 1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.
- 1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

1.5.2.C 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.

1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

1.5.2.F Add drawing or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.

1.5.2.G Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.

CURRICULUM PROGRAMS/TOOLS

Integrate using in a cross-curricular approach

INSTRUCTIONAL SUPPORTS/PRACTICES

- Model appropriate speaking and listening behaviors
- Provide opportunities for students to demonstrate appropriate public speaking
- Verbalize thought processes
- Utilize various media for instruction
- Model prosody when reading aloud
- Offer examples of various dialogue presentations
- Model a systematic approach to collect, process, and present information
- Offer opportunities for the sharing of research

PERFORMANCE ASSESSMENTS

1. Class Participation
2. Oral Presentation

Titles of Units

READING

1. Ask Questions/Identify Main Idea and Supporting Details - Marking period 1
2. Visualize/Analyze Character - Marking period 1
3. Determine Text Importance/Identify Sequence of Events - Marking period 2
4. Summarize and Synthesize/Analyze Story Elements - Marking period 2
5. Make Connections/Make Inferences - Marking period 3
6. Fix-Up Monitoring/Distinguish and Evaluate Fact and Opinion - Marking period 3
7. Make inferences/Make predictions - Marking period 3
8. Determine Text Importance/ Compare and Contrast - Marking period 4
9. Make Connections/Identify Cause and Effect - Marking period 4
10. Make Inferences/Draw Conclusions - Marking period 4 (Instructed but not formally assessed)

WRITING

1. Lessons from the Masters – Narrative marking period 1
2. Lab Reports & Science Books (*Unit Modifications) – Opinion marking period 2
3. Writing About Reading - Information marking period 3
4. Poetry: Big Thoughts in Little Packages - Poetry marking period 4

SAMPLE INSTRUCTIONAL STRATEGIES

- Reader's & Writer's Workshop
- Direct instruction in large & small group settings
- Differentiated Instruction
- Teacher modeling
- Shared, Guided & Independent Reading
- Reflection & Response Comprehension Activities
- Word Study Activities
- Strategy Based Instruction

MATERIALS

1. Benchmark Literacy Reading Series
2. Mentor and Leveled Trade Books
3. Foundations Materials
4. Units of Study Writing Program

METHODS OF INTERVENTION AND ENRICHMENT

1. Small Group Differentiated Instruction
2. Student Support Team (SST)
3. Title I Reading Support
4. PAL (Gifted Support)
5. Zaner-Bloser Handwriting Workbook

METHODS OF EVALUATION: (REQUIRED DISTRICT ASSESSMENTS)

1. Benchmark Literacy Unit Assessments (Units 1-9)
2. Benchmark Literacy Comprehension Strategies Assessments (Units 1-9)
3. Developmental Reading Assessment (DRA2) Fall & Spring
4. Dibels Next / CBA
5. Palisades Quarterly Writing Assessment
6. Palisades Beginning of the Year Writing Assessment
7. Measures of Academic Performance (MAP) – Fall, Winter, & Spring
8. Foundations Quarterly Assessments
9. Instant Sight Word Assessments