

WARREN COUNTY SCHOOL DISTRICT

Planned Instruction

Course Title: Language Arts 2

Course Number: _____

Suggested Educational Level(s): Second grade

Suggested Periods Per Week: 5 **Length of Period:** N/A

Suggested Length Of Course: 180 days

Units Of Credit (If Appropriate): N/A

Date Written: Fall 2005 **Date Approved:** December 5, 2005

Date Reviewed: Fall 2005 **Implementation Year:** 2005-2006

Teacher Certification Required: Elementary Education

Standards Addressed (code):	1.1.2	1.5.2
	1.2.2	1.6.2
	1.3.2	1.7.2
	1.4.2	1.8.2

Relationship to Other Planned Instruction: Planned instruction in grades 1, 2, and 3 prepare students for the grade 3 PSSA.

Prerequisites: Language Arts 1

Special Requirements: Modifications for students with special needs.

Writing Team Members:

- Chris Duell
- Char Eggleston
- Susan Kibbey
- Jane Lloyd
- Chris Rooney
- Nikki Tremblay

Textbook Adoption: *Open Court Reading Level 2* (copyright 2000)

Supplemental: “Words I Use When I Write”

Standards addressed:

1.1.2	Learning to Read Independently	
1.2.2	Reading Critically in All Content Areas	
1.3.2	Reading, Analyzing and Interpreting Literature	
1.4.2	Types of Writing	
1.5.2	Quality of Writing	
1.6.2	Speaking and Listening	
1.7.2	Characteristics and Function of the English Language	
1.8.2	Research	

**Outline of Content Sequence and Recommended Time
and Specific Educational Objectives to Be Taught:**

TO BE TAUGHT FIRST SEMESTER

I. Learning to read independently (1.1.2)

- A. Acquire a reading vocabulary by identifying and correctly using sight vocabulary, antonym, synonyms, categories of words, nouns, and verbs
 - Use a junior dictionary when appropriate
- B. After reading, demonstrate understanding and interpretation of both fiction and nonfiction text
 - Retell text and summarize major ideas, themes, and procedures of the text
 - Relate new information and ideas in the text to known information
 - Clarify ideas and understandings through rereading and discussion

II. Reading critically in all content areas (1.2.2)

- A. Identify and use a variety of media
 - Listen to audio tape, C.D., or oral reading
 - Initiate the use of a computer as a learning tool
 - Respond to literature by acting out the story in play format

III. Quality of writing (1.5.2)

- A. Write using content appropriate to a topic
 - Can brainstorm, gather, and organize information

TO BE TAUGHT SECOND SEMESTER

I. Learning to read independently (1.1.2)

- A. Acquire a reading vocabulary by identifying and correctly using sight vocabulary, antonyms, synonyms, categories of words, nouns, verbs, adjectives, and adverbs
 - Use a junior dictionary when appropriate
- B. After reading, demonstrate understanding and interpretation of both fiction and nonfiction text
 - Retell text and summarize major ideas, themes and procedures of the text

- Relate new information and ideas in the text to known information
- Clarify ideas and understandings through rereading and discussion
- Locate evidence to support assertions about text

II. Types of writing (1.4.2)

- A. Write an informational writing and support it with facts and examples

III. Quality of writing (1.5.2)

- A. Write using content appropriate to a topic

- Can brainstorm, gather and organize information
- Write related sentences and paragraphs with one central idea

- B. Express a complete thought using descriptive words including adjectives and adverbs

V. Research (1.8.2)

- A. Develop an awareness of appropriate sources in which to locate information

- Think about topic
- Discuss and use prior knowledge
- Locate and select appropriate texts
- Preview illustrations, charts, diagrams, and tables to assess relevant meaning (locate information in appropriate sources)

- B. Organize and present some main ideas from the research

- Summarize orally and in writing one of the main ideas
- Write a paragraph (rough draft) using one main idea

TO BE TAUGHT ALL YEAR

I. Learning to read independently (1.1.2)

- A. Before reading, identify the purposes and types of text (literary, informational)

- B. Preview the text formats: Illustrators, table of contents; introduce charts, captions, tables, graphs, glossary, headings, and chapters

- C. During reading, use knowledge of phonics, decoding skills, context clues, and word analysis (base words, affixes) to understand new words

- D. Read text using self-monitoring comprehension (predictions, headings, graphics and charts)

- E. Understand the meaning of new vocabulary learned in various subject areas
- F. Demonstrate fluency and comprehension in reading
 - Read familiar materials aloud with accuracy
 - Self-correcting of mistakes
 - Use appropriate rhythm flow, meter, and pronunciation through practiced text
 - Read a variety of genre and types of text
 - Demonstrate comprehension.(Standard 1.1.3 G) (Recommend 25 books per year)

G. Use text organization including: sequences, comparison/contrast, cause/effect, problem/solution

II. Reading critically in all content areas (1.2.2)

- A. Read and understand essential content of informational texts and documents in all academic areas
 - Differentiate between fantasy and reality
 - Distinguish between fact and opinion
 - Distinguish between essential and nonessential information within a text
 - Make inferences and predictions and draw conclusions
- B. Produce work in at least one literary genre that follows the conventions of the genre

III. Reading, analyzing, and interpreting literature (1.3.2)

- A. Read and understand works of literature
- B. Identify literary elements in stories describing characters, setting, and plot
- C. Identify orally literary devices in stories
 - Rhyme
 - Rhythm
 - Personification (through group discussion)
- D. Identify structures in poetry
 - Patterns
 - Repetition
 - Alliteration
 - Onomatopoeia
- E. Identify the structures in drama (e.g., dialogue, story enactment, acts, and scenes)
- F. Listens, reads, and responds to nonfiction and fiction, including poetry and drama

IV. Types of writing (1.4.2)

A. Write narrative pieces (stories, poems)

- Include descriptions of people, places, and things
- Use illustrations
- Include literary elements

B. Write informational pieces (e.g., descriptions, letters, reports, and instructions), using pictures when relevant

V. Quality of writing (1.5.2)

A. Write with a focus to identify the topic

B. Write with organization

- Give attention to logical order
- Include a recognizable beginning, middle, and end

C. Revise to improve writing following teachers' recommendation for additional detail and/or other missing information

- Use a story frame as a method of identifying missing or illogically placed information

D. Edit writing using the conventions of language

- Spell common frequently used words correctly using a student generated dictionary
- Use capital letters correctly (first word in sentences, proper noun, pronoun "I")
- Punctuate correctly (period, exclamation point, question mark, commas in a series)
- Use nouns, pronouns, verbs, adjectives, adverbs
- Use complete sentences

E. Present written work when appropriate following the teachers' suggested guidelines for publication

VI. Speaking and listening (1.6.2)

A. Listen to others

- Demonstrate listening skills
- Use eye contact
- Use appropriate interaction with speaker

- Distinguish between fact and opinion
 - Ask relevant questions
- B. Listen to a selection of literature (fiction or nonfiction)
- Relate it to personal experience
 - Relate it to similar selections
 - Predict what will happen next
 - Predict outcomes
 - Retell story in chronological order
 - Recognize characters
 - Identify and define new words and concepts
- C. Speak using skills appropriate to formal speech situations
- Use appropriate volume
 - Use eye contact
 - Use complete sentences
 - Demonstrate awareness of audience
 - Pace speech so that it is understandable
 - Use expression to increase meaning and interest audience (inflection)
 - Pause and drop voice at period
- D. Contribute to discussions
- Ask relevant questions
 - Respond with appropriate information or opinions to questions asked
 - Listen to and acknowledge the contributions of others
 - Display appropriate behaviors (taking turns)
 - Express personal needs, ideas, feelings, or points of view
- E. Participate in small and large group discussions and presentations
- Participate in everyday conversation
 - Give oral readings
 - Deliver short reports (e.g., show-and-tell, field trip summary)
 - Conduct short interviews
 - Give simple directions and explanations

- Report an emergency
- F. Use media for learning purposes
- Recognize radio, television, film, Internet as part of everyday life
 - Recognize advertising sells products
 - Explain how advertising sells products
 - Recognize what was learned through media
- VII. Characteristics and function of the English language (1.7.2)
- A. Recognize that some words from other languages are commonly used English words
- B. Identify variations in the dialogues of literary characters. Recognize that appropriate language varies according to character and setting
- VIII. Research (1.8.2)
- A. Discuss possible topics for research and select one

Summative Assessments: to be developed by teachers based on the Pennsylvania Academic Standards

**Language Arts Department Philosophy for
Kindergarten Through Fifth Grade**

1. Students must be held accountable for skills identified at each precise assessment level. Skills must broaden, deepen, and build to avoid repetition.
2. A skill may be satisfied at a grade level other than the one designated by the state. The skills are distributed throughout the grades.
3. Writing, speaking, listening, researching, and reading are processes and must be treated as such in the Language Arts.
4. Skills will be integrated not only across the curriculum but also within the course content.
5. Skills should be practical to the demands of everyday communication.

SUMMER READING

Summer reading will be required in order to nurture reading skills and to promote lifelong readers. Students must read 8 books over the summer. A suggested list of books will be provided for parents and guardians.