## COURSE DESCRIPTION

**Course Title:**   English Language Arts Grade 2

**Course Number:**   08203

**Course Prerequisites:**   English Language Arts Grade 1

**Course Description:**
Language Arts 2 is designed around the **Pennsylvania CORE English Language Arts Standards** which will enable our students to learn to read independently learning to use critical analysis and interpretation of literature in all content areas. The students will be expected to read and write for a variety of purposes utilizing the writing process. Students will use a variety of resources, including but not limited to print, visual arts, and electronic mediums. Students will develop and utilize effective listening and speaking skills.

**Suggested Grade Level:**   Second Grade

**Length of Course:**   _____ One Semester   __X__ Two Semesters   _____ Other (Describe)

**Units of Credit:**   _____ None _____ (Insert **_NONE_** if appropriate.)

**PDE** *Certification and Staffing Policies and Guidelines (CSPG)* **Required Teacher Certification(s):**
CSPG 69 PK-4/Elementary K-6

**Certification verified by WCSD Human Resources Department:**
    __X__ Yes        _____ No

**Board Approved Textbooks, Software, Materials:**
**Title:**
**Publisher:**
**ISBN #:**
**Copyright Date:**
**Date of WCSD Board Approval:**

**Date Written:** ___February 2015___

**Date Approved:**_____

**Implementation Year:** ____2015-2016___

## SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP) or Gifted Individual Education Plan (GIEP).

## SPECIFIC EDUCATIONAL STANDARDS, CONTENT, & SKILLS

| Language Arts Skills and Concepts | PA Common Core Standards and Eligible Content |
|---|---|
| *1.1 Foundational Skills* | |
| **Phonics and Word Recognition** | |
| Know and apply grade-level phonics and word analysis skills in decoding words.<br>• Distinguish long and short vowels when reading regularly spelled one-syllable words.<br>• Decode two-syllable words with long vowels and words with common prefixes and suffixes.<br>• Read grade-level high-frequency sight words and words with inconsistent but common spelling sound correspondences.<br>• Read grade-appropriate irregularly spelled words. | **CC.1.1.2.D** |
| **Fluency** | |
| Read with accuracy and fluency to support comprehension.<br>• Read on-level text with purpose and understanding.<br>• Read on-level text orally with accuracy, appropriate rate and expression on successive readings.<br>• Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | **CC.1.1.2.E** |
| *1.2 Reading Informational Text* | |
| **Key Ideas and Details – Main Idea** | |
| Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text. | **CC.1.2.2.A** |
| **Key Ideas and Details – Text Analysis** | |
| Ask and answer questions such as who, what, where, when, and how to demonstrate understanding of key details in a text. | **CC.1.2.2.B** |
| Describe the connection between a series of events, concepts, or steps in a procedure within a text. | **CC.1.2.2.C** |

| **Craft and Structure – Text Structure** | |
|---|---|
| Use various text features and search tools to locate key facts or information in a text efficiently. | **CC.1.2.2.E** |
| **Craft and Structure - Vocabulary** | |
| Determine the meaning of words and phrases as they are used in grade-level text including multi-meaning words. | **CC.1.2.2.F** |
| **Integration and Knowledge of Ideas – Diverse Media** | |
| Explain how graphic representations contribute to and clarify a text. | **CC.1.2.2.G** |
| **Integrations of Knowledge and Ideas – Evaluating Arguments** | |
| Describe how reasons support specific points the author makes in a text. | **CC.1.2.2.H** |
| **Integration of Knowledge and Ideas – Analysis Across Texts** | |
| Compare and contrast the most important points presented by two texts on the same topic. | **CC.1.2.2.I** |
| **Vocabulary Acquisition and Use** | |
| Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. | **CC.1.2.2.J** |
| | **CC.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. | |
| **Range of Reading** | |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | **CC.1.2.2.L** |
| *1.3 Reading Literature* | |
| **Key Ideas and Details – Theme** | |
| Recount stories and determine their central message, lesson, or moral. | **CC.1.3.2.A** |
| **Key Ideas and Details – Text Analysis** | |
| Ask and answer questions and who, what, where, when, why, and how to demonstrate understanding of key details in a text. | **CC.1.3.2.B** |
| **Key Ideas and Details – Literary Elements** | |
| Describe how characters in a story respond to major events and challenges. | **CC.1.3.2.C** |
| **Craft and Structure – Point of View** | |
| Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud. | **CC.1.3.2.D** |
| **Craft and Structure – Text Structure** | |
| Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | **CC.1.3.2.E** |
| **Craft and Structure - Vocabulary** | |
| Describe how words and phrases supply rhythm and meaning in a story, | **CC.1.3.2.F** |

| | |
|---|---|
| poem, or a song. | |
| **Integrations of Knowledge and Ideas – Sources of Information** | |
| Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. | **CC.1.3.2.G** |
| **Integration of Knowledge and Ideas – Text Analysis** | |
| Compare and contrast two or more versions of the same story by different authors or from different cultures. | **CC.1.3.2.H** |
| **Vocabulary Acquisition and Use** | |
| (Strategies) 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.<br><br>Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. | **CC.1.3.2.I**<br><br>**CC.1.3.2.J** |
| **Range of Reading** | |
| Read and comprehend literature on grade level, reading independently and proficiently. | **CC.1.3.2.K** |
| *1.4 Writing* | |
| **Text Types and Purposes - Informational/Explanatory** | |
| Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | **CC.1.4.2.A** |
| **Focus** – Identify and introduce the topic.<br><br>**Content** – Develop the topic with facts and/or definitions.<br><br>**Organization** – Group information and provide a concluding statement or section.<br><br>**Style** - Choose words and phrases for effect. | **CC.1.4.2.B**<br>**CC.1.4.2.C**<br>**CC.1.4.2.D**<br><br>**CC.1.4.2.E** |
| **Text Types and Purposes – Opinion/Argumentative** | |
| Write opinion pieces on familiar topics or texts. | **CC.1.4.2.G** |
| **Focus** – Identify the topic and state an opinion.<br><br>**Content** – Support the opinion with reasons that include details connected to the opinion.<br><br>**Organization** – Create an organizational structure that includes reasons and includes a concluding statement.<br><br>**Style -** Use a variety of words and phrases to appeal to the audience. | **CC.1.4.2.H**<br><br>**CC.1.4.2.I**<br><br>**CC.1.4.2.J**<br><br>**CC.1.4.2.K** |
| **Text Types and Purposes – Narrative** | |
| **Write narratives to develop real or imagined experiences or events.** | **CC.1.4.2.M** |
| **Focus** – Establish a situation and introduce a narrator and/or characters. | **CC.1.4.2.N** |
| **Content** – Include thoughts and feelings to describe experiences and | **CC.1.4.2.O** |

| | |
|---|---|
| events to show the response of characters to situations. | **CC.1.4.2.P** |
| **Organization** – Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. | **CC.1.4.2.Q** |
| **Style -** Choose words and phrases for effect. | |

| **The Writing Process, Technology and Publication, and Conducting Research** | |
|---|---|
| **Writing Process** – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | **CC.1.4.2.T** |
| **Technology and Publication** – With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers. | **CC.1.4.2.U** |
| **Conducting Research** – Participate in individual or shared research and writing projects. | **CC.1.4.2.V** |
| **Credibility, Reliability, and Validity of Sources** - Recall information from experiences or gather information from provided sources to answer questions. | **CC.1.4.2.W** |

| **Range of Writing** | |
|---|---|
| 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. | **CC.1.4.2.X** |

| **Conventions of Standard English** | |
|---|---|
| Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul><li>Capitalize proper nouns.</li><li>Use commas and apostrophes appropriately.</li><li>Spell words drawing on common spelling patterns.</li><li>Consult reference material as needed.</li></ul> | **CC.1.4.2.F**<br><br>**CC.1.4.2.L**<br><br>**CC.1.4.2.R** |

| *1.5 Speaking and Listening* | |
|---|---|
| **Comprehension and Collaboration: Collaborative Discussion** – Participate in collaborative conversations with peers and adults in small and larger groups. | **CC.1.5.2.A** |
| **Comprehension and Collaboration: Critical Listening** – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | **CC.1.5.2.B** |
| **Comprehension and Collaboration: Evaluating Information** – 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. | **CC.1.5.2.C**<br><br>**CC.1.5.2.D** |
| **Presentation of Knowledge and Ideas: Purpose, Audience, and Task** – Tell a story or recount an experience with appropriate facts and relevant, | **CC.1.5.2.E** |

| | |
|---|---|
| descriptive details, speaking audibly in coherent sentences. | |
| **Presentation of Knowledge and Ideas: Context** – Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | **CC.1.5.2.F** |
| **Integration of Knowledge and Ideas: Multimedia** - Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings. | **CC.1.5.2.G** |
| **Conventions of Standard English** - Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content. | |

For essential questions and content, see Curriculum Map  - Language Arts Grade 2

## ASSESSMENTS

**Suggested Formative Assessments:**  The teacher will develop and use standards-based assessments throughout the course.

- Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart)
- Labs/lab reports
- Bell ringers/Problems of the Day(PODs)
- Discussions
- Teacher observation/Questioning
- Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.)
- Summarizing
- Retelling
- Notetaking
- Problem-based learning modules
- Authentic assessment
- Oral presentations
- Outlining
- Journaling
- Student presentations/projects
- Open-ended response
- Classroom Performance System (CPS)

**Suggested Summative Assessments:**
- Essays
- Open-Ended Responses
- Projects
- Quizzes/tests
- Student presentations
- Portfolios

**District Approved Assessment Instruments**
- Any district approved assessment instrument

**Portfolio Assessment:** _____ Yes ___X___ No

**District-wide Final Examination Required:** _____ Yes ___X___ No

**Course Challenge Assessment** (Describe): Not Applicable

**WRITING TEAM:** Warren County School District Second Grade Teachers

### WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? _____ Yes ___X___ No

2. Does this course issue a mark/grade for the report card?

   ___X___ Yes _____ No

3. Does this course issue a Pass/Fail mark? _____ Yes ___X___ No

4. Is the course mark/grade part of the GPA calculation?

   _____ Yes ___X___ No

5. Is the course eligible for Honor Roll calculation? _____ Yes ___X___ No

6. What is the academic weight of the course?

   ___X___ No weight/Non credit _____ Standard weight

   _____ Enhanced weight (Describe)