

WARREN COUNTY SCHOOL DISTRICT
PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Functional English Language Arts Grade 2

Course Number: 05126

Course Prerequisites: None

Course Description:

The Functional English Language Arts Grade 2 course promotes the development of effective oral and written communication by emphasizing phonemic awareness, phonics, fluency, comprehension, and vocabulary acquisition in order to read and write for a variety of functional purposes.

Suggested Grade Level: 2

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)

(Insert certificate title and CSPG#) CSPG 61 Special Education PK-12

Certification verified by WCSD Human Resources Department:

 X Yes No

Title: Reading WonderWorks Kit

Publisher: McGraw-Hill Education

ISBN #: 978-0-02-129706-1

Copyright Date: 2014

Date of WCSD Board Approval: June 8, 2015

Suggested Supplemental Materials:

Foundations

Learning A-Z

BOARD APPROVAL:**Date Written:** 1/7/2021**Date Approved:** 2/8/2021**Implementation Year:** 2020-2021**Course Standards****PA Core Standards:** (List by Number and Description)

Standard 1: Foundational Skills

Standard 2: Reading Informational Text

Standard 3: Reading Literature

Standard 4: Writing

Standard 5: Speaking and Listening

WCSD Academic Standards: None**Industry or Other Standards:** None**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 OBJECTIVES/CORRESPONDING STANDARDS AND ELIGIBLE CONTENT WHERE APPLICABLE

(List Objectives, PA Standards #'s, Other Standards (see samples at end))

PA Standard: 1.1 Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

Second Grade

Eligible Content	Performance Indicators
CC.1.1.2.D	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> •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.
CC.1.1.2.E	Read with accuracy and fluency to support comprehension. <ul style="list-style-type: none"> •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.
CC.1.2.2.A	Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.

PA Standard-Reading Informational Text

Students 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.

Second Grade

Eligible Content	Performance Indicators
CC.1.2.2.A	Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
CC.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.
CC.1.2.2.C	Describe the connection between a series of events, concepts, or steps in a procedure within a text.
CC.1.2.2.E	Use various text features and search tools to locate key facts or information in a text efficiently.
CC.1.2.2.F	Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.
CC.1.2.2.G	Explain how graphic representations contribute to and clarify a text.
CC.1.2.2.H	Describe how reasons support specific points the author makes in a text.
CC.1.2.2.I	Compare and contrast the most important points presented by two texts on the same topic.
CC.1.2.2.J	Acquire and use grade-appropriate conversational, general academic and domain-specific words and phrases.
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.
CC.1.2.2.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

PA Standard: 1.3 Reading Literature

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

Second Grade

Eligible Content	Performance Indicators
CC.1.3.2.A	Recount stories and determine their central message, lesson, or moral.
CC.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.
CC.1.3.2.C	Describe how characters in a story respond to major events and challenges.
CC.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.
CC.1.3.2.E	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.F	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
CC.1.3.2.G	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
CC.1.3.2.H	Compare and contrast two or more versions of the same story by different authors or from different cultures.
CC.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.
CC.1.3.2.J	Acquire and use grade-appropriate conversational, general academic and domain-specific words and phrases.
CC.1.3.2.K	Read and comprehend literature on grade level, reading independently and proficiently.

PA Standard: 1.4 Writing

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Second Grade

Eligible Content	Performance Indicators
CC.1.4.2.A	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.2.B	Identify and introduce the topic.
CC.1.4.2.C	Develop the topic with facts and/or definitions.
CC.1.4.2.D	Group information and provide a concluding statement or section.
CC.1.4.2.E	Choose words and phrases for effect.
CC.1.4.2.F	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none">•Capitalize proper nouns.•Use commas and apostrophes appropriately.•Spell words drawing on common spelling patterns.•Consult reference material as needed.
CC.1.4.2.G	Write opinion pieces on familiar topics or texts.
CC.1.4.2.H	Identify the topic and state an opinion.

CC.1.4.2.I	Support the opinion with reasons that include details connected to the opinion.
CC.1.4.2.J	Create an organizational structure that includes reasons and includes a concluding statement.
CC.1.4.2.K	Use a variety of words and phrases to appeal to the audience.
CC.1.4.2.L	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> •Capitalize proper nouns. •Use commas and apostrophes appropriately. •Spell words drawing on common spelling patterns. •Consult reference material as needed
CC.1.4.2.M	Write narratives to develop real or imagined experiences or events.
CC.1.4.2.N	Establish a situation and introduce a narrator and/or characters.
CC.1.4.2.O	Include thoughts and feelings to describe experiences and events to show the response of characters to situations.
CC.1.4.2.P	Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
CC.1.4.2.Q	Choose words and phrases for effect
CC.1.4.2.R	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> •Capitalize proper nouns. •Use commas and apostrophes appropriately. •Spell words drawing on common spelling patterns. •Consult reference material as needed.
CC.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.
CC.1.4.2.U	With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.
CC.1.4.2.V	Participate in individual or shared research and writing projects.
CC.1.4.2.W	Recall information from experiences or gather information from provided sources to answer a question.
CC.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.

PA Standard: 1.5 Speaking and Listening

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

Second Grade

Eligible Content	Performance Indicators
CC.1.5.2.A	Comprehension and Collaboration: Collaborative Discussion – Participate in collaborative conversations with peers and adults in small and larger groups.
CC.1.5.2.B	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.C	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.D	Presentation of Knowledge and Ideas: Purpose, Audience, and Task – Tell a story or recount an experience with appropriate facts and relevant, 6 descriptive details, speaking audibly in coherent sentences.
CC.1.5.2.E	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.

ASSESSMENTS

PASA preparation –PA eligible content to be addressed- The teacher must be knowledgeable of the PDE Assessment Anchors and/or Alternate Eligible Content and incorporate them into this planned instruction. Current assessment anchors can be found at pde@state.pa.us.

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

Portfolio Assessment: _____ Yes x No

District-wide Final Examination Required: _____ Yes x No

Course Challenge Assessment (Describe): None

REQUIRED COURSE SEQUENCE AND TIMELINE

(Content must be tied to objectives)

Content Sequence	Dates
Objectives	
Level 2	
Unit 1 • Letter-keyword-sound for consonants and vowels • Concept of consonant digraphs • Letter-keyword-sound for digraphs • Concept of consonant blends • Concept of digraph blends • 3 spellings for /k/ sound (c, k, ck) • Closed syllable type • Sample words: quilt, elf, shred, kick, crush	
Unit 2 • Bonus letter spelling rule: ff, ll, ss, and sometimes zz • Glued (welded) sounds: all, am, an, ang, ing, ong, ung, ank, ink, onk, unk • Blending and reading words with glued sounds • Segmenting and spelling words with bonus letters and glued sounds • Prosody • Story retelling • Vowel teams: ai, ay, ee, ea, ey • Sample words: spill, string, stand, toss	
Unit 3 • Concept of closed syllable exceptions • Glued sounds: ild, ind, old, olt, ost • Story retelling • Fluent passage reading • Vowel teams: oi, oy • Sample words: wild, find, cold, colt, post	
Unit 4 • Review suffixes: s, es, ed, ing • Comparison suffixes: er, est • Additional sounds of –ed /d/ and /t/ • Spelling procedure for words with suffixes • Forming plurals • Forming present and past tense • Categorizing vowel and consonant suffixes • Fluent passage reading • Making judgements and predictions from given facts • Vowel teams: oa, oe, ow, ou, oo, ue, ew • Sample words: stronger, tallest, spilled, passed	
Unit 5 • Reading and spelling two-syllable words • Review syllable concept in multisyllabic	

words • Compound words • Syllable division rules for dividing between closed syllables • Spelling of ic at the end of multisyllabic words • New suffixes: ful, ment, ness, less, able, en, ish, au and aw • Sample words: catnip, habit, tonic, mascot, hundred, freshen, boldness

Unit 6 • Review vowel-consonant-e syllables • s - /s/ and /z/ • Spelling option procedure • Two syllable words with closed and vowel-consonant-e syllables • Compound words • Vowel-consonant-e exception (-ive) • Suffix – ive • Sample words: hope, confuse, reptile, olive, inventive

Unit 7 • Open syllable type • Y as a vowel • Combining open syllables with closed and vowel-consonant-e syllables • Additional syllable division rules • y, ly, ty suffixes • Sample words: no, music, relate, cry, baby, chilly

Unit 8 • R-controlled syllable • Sounds of ar and or • Combining r-controlled syllables with other syllable types • Sample words: fort, part, orbit, party

Unit 9 • Sound of er, ir, and ur • Spelling option procedure for /r/ sound • Combining r-controlled syllables with er, ir, and ur with other syllable types • Dictionary skills • Sample words: burst, termite, dirty

Unit 10 • Double vowel syllable type • Sounds of ai, and ay • Use of spelling option procedure for // sound • Combining all types of syllables • Homophones • Sample words: paint, display

Unit 11 • Sounds of ee, ea, ey • Use of spelling option procedure for // sound • Sample words: cheap, keep, chimney

Unit 12 • Sounds of oi and oy • Spelling generalizations of /oi/ sound • Sample words: moist, toys, paperboy

Unit 13 • The long o sound of oa, oe, and ow • Use of spelling option procedure for // sound • Review of suffix endings • Sample words: road, doe, grown

Unit 14 • The /ou/ sound of ou and ow • Flexibility in sound choices for reading • Spelling generalizations of /ou/ sound • Sample words: sample, drown, plow

Unit 15 • The /ü/ sound of oo, ou, ue, and ew • The // sound of ue • Use of spelling option procedure for /ü/ and // sounds • Sample words: spoon, soup, overdue, blew, argue

Unit 16 • Sounds of au and aw • Spelling generalizations for the /o/ sound • Sample words: claw, aunt

Unit 17 • Consonant-le syllable type • Spelling consonant-le words • Review of all 6 syllable types • Favorite, sugar, trouble, couple, young • Sample words: gobble, tumble, noble

WRITING TEAM: WCSD LSS 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)