**COURSE DESCRIPTION**

**Course Title:** English Language Arts 2

**Course Number:** 08203

**Course Prerequisites:** None

**Course Description:** The WCSD English Language Arts program is built upon the PA Core Standards and is designed to develop the reading, writing, speaking, and listening skills of all learners. Students will develop foundations skills of an emergent reader through activities focused on oral language, phonological awareness, and the alphabetic principle. Explicit phonics instruction includes multi-syllabic word patterns and emphasizes mastery and application. Learners will read on level text accurately, with appropriate rate and expression. Use of appropriate reading strategies to construct meaning with a variety of texts will be developed. Learners will acquire and use grade-appropriate conversational, academic, and domain specific words. Expressing ideas in the form of drawings, graphic organizers and written words for a variety of audiences and purposes will be developed. Common spelling patterns and conventions will be used to convey their ideas clearly while writing. This course provides opportunities to participate in conversations with peers and adults to share ideas, collaborate, ask and answer questions in order to communicate clearly and effectively.

**Suggested Grade Level**: Grade 2

**Length of Course:** Two Semesters

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**Units of Credit:** None

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:**

CSPG 69 PK-4/Elementary K-6

To find the CSPG information, go to [CSPG](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx)

**Certification verified by the WCSD Human Resources Department:** Yes No

**WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

**Mark Types:** Check all that apply.

F – Final Average MP – Marking Period EXM – Final Exam

**GPA Type**:  GPAEL-GPA Elementary  GPAML-GPA for Middle Level  NHS-National Honor Society

UGPA-Non-Weighted Grade Point Average  GPA-Weighted Grade Point Average

**State Course Code**: 01030

To find the State Course Code, go to [State Course Code](https://nces.ed.gov/forum/sced.asp), download the Excel file for *SCED*, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

**TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

**Board Approved Textbooks, Software, and Materials:**

**Title:**  Reading Wonders Comprehensive Program-Gr. 2

**Publisher:** McGraw-Hill Education

**ISBN #:**  978-0-02-118792-8

**Copyright Date:** 2014

**WCSD Board Approval Date:** 6/8/2015

**Supplemental Materials:** Phonemic Awareness: The Skills That They Need To Help Them Succeed! Michael Heggerty, Ed.D., Fundations Level 2-Wilson Language Training Corporation

**Curriculum Document**

**WCSD Board Approval:**

**Date Finalized:** 2/15/2021

**Date Approved:**  4/12/2021

**Implementation Year:** 2021-2022

**SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS**

The teacher shall make appropriate modifications to instruction and assessment based on a student’s Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

**SCOPE AND SEQUENCE OF CONTENT, CONCEPTS, AND SKILLS**

| **Performance Indicator** | **PA Core Standard and/or Eligible Content** | **Month Taught and Assessed for Mastery** |
| --- | --- | --- |
| Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. | CC.1.1 | September  June |
| Know and apply grade-level phonics and word analysis skills in decoding words. | CC.1.1.2.D | September  June |
| Distinguish long and short vowels when reading regularly spelled one-syllable words. | CC.1.1.2.D.a | October |
| Decode two syllable words with long vowels and words with common prefixes and suffixes. | CC.1.1.2.D.b | November  June |
| Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences. | CC.1.1.2.D.c | November  June |
| Read grade appropriate irregularly spelled words. | CC.1.1.2.D.d | February  March |
| Read with accuracy and fluency to support comprehension. | CC.1.1.2.E | September  June |
| Read on-level text with purpose and understanding. | CC.1.1.2.E.a | September  June |
| Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. | CC.1.1.2.E.b | September  June |
| Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | CC.1.1.2.E.c | September  June |
| 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 | November  December |
| 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.B | November  December |
| Describe the connection between a series of events, concepts, or steps in a procedure within a text. | CC.1.2.2.C | April |
| Use various text features and search tools to locate key facts or information in a text efficiently. | CC.1.2.2.E | December  January |
| Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words. | CC.1.2.2.F | November  April |
| Explain how graphic representations contribute to and clarify a text. | CC.1.2.2.G | January |
| Describe how reasons support specific points the author makes in a text. | CC.1.2.2.H | March  May |
| Compare and contrast the most important points presented by two texts on the same topic. | CC.1.2.2.I | March  May |
| Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. | CC.1.2.2.J | December  May |
| 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.K | December  May |
| Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently. | CC.1.2.2.L | November  May |
| Recount stories and determine their central message, lesson, or moral. | CC.1.3.2.A | September  October |
| 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.B | September  October |
| Describe how characters in a story respond to major events and challenges. | CC.1.3.2.C | September |
| 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 | February |
| 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 | October  February |
| Describe how words and phrases supply rhythm and meaning in a story, poem, or song. | CC.1.3.2.F | December |
| Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot. | CC.1.3.2.G | October |
| Compare and contrast two or more versions of the same story by different authors or from different cultures. | CC.1.3.2.H | October |
| 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.I | October  February |
| Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. | CC.1.3.2.J | October  February |
| Read and comprehend literature on grade level, reading independently and proficiently. | CC.1.3.2.K | February |
| Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. | CC.1.4.2.A | January  May |
| Identify and introduce the topic. | CC.1.4.2.B | January |
| Develop the topic with facts and/or definitions. | CC.1.4.2.C | February |
| Group information and provide a concluding statement or section. | CC.1.4.2.D | May |
| Choose words and phrases for effect. | CC.1.4.2.E | February  May |
| Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | CC.1.4.2.F | February  May |
| Capitalize proper nouns. | CC.1.4.2.F | February  April |
| Use commas and apostrophes appropriately. | CC.1.4.2.F | February  April |
| Spell words drawing on common spelling patterns. | CC.1.4.2.F | September  June |
| Consult reference material as needed. | CC.1.4.2.F | March |
| Write opinion pieces on familiar topics or texts. | CC.1.4.2.G | April  May |
| Identify the topic and state an opinion. | CC.1.4.2.H | April  May |
| Support the opinion with reasons that include details connected to the opinion. | CC.1.4.2.I | April  May |
| Create an organizational structure that includes reasons and includes a concluding statement. | CC.1.4.2.J | April  May |
| Use a variety of words and phrases to appeal to the audience. | CC.1.4.2.K | April  May |
| Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | CC.1.4.2.L | April  May |
| Capitalize proper nouns. | CC.1.4.2.L | April  May |
| Use commas and apostrophes appropriately. | CC.1.4.2.L | January  May |
| Spell words drawing on common spelling patterns. | CC.1.4.2.L | January  May |
| Consult reference material as needed. | CC.1.4.2.L | January  May |
| Write narratives to develop real or imagined experiences or events. | CC.1.4.2.M | September  June |
| Establish a situation and introduce a narrator and/or characters. | CC.1.4.2.N | November  December |
| Include thoughts and feelings to describe experiences and events to show the response of characters to situations. | CC.1.4.2.O | November  January |
| Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure. | CC.1.4.2.P | December  February |
| Choose words and phrases for effect. | CC.1.4.2.Q | April  May |
| Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | CC.1.4.2.R | October  May |
| Capitalize proper nouns. | CC.1.4.2.R | October  May |
| Use commas and apostrophes appropriately. | CC.1.4.2.R | October  May |
| Spell words drawing on common spelling patterns. | CC.1.4.2.R | October  May |
| Consult reference material as needed. | CC.1.4.2.R | October  May |
| 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 | October  May |
| 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 | December  May |
| Participate in individual or shared research and writing projects. | CC.1.4.2.V | February  May |
| Recall information from experiences or gather information from provided sources to answer a question. | CC.1.4.2.W | September  May |
| 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 | September  May |
| Participate in collaborative conversations with peers and adults in small and larger groups. | CC.1.5.2.A | September  January |
| 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 | October  October |
| 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 | November  December |
| Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | CC.1.5.2.D | February  February |
| Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. | CC.1.5.2.E | October  May |
| Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feeling. | CC.1.5.2.F | September  May |
| Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content. | CC.1.5.2.G | March  May |
| Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | CC.1.4.2.R | October  May |
| Capitalize proper nouns. | CC.1.4.2.R | October  May |
| Use commas and apostrophes appropriately. | CC.1.4.2.R | October  May |

**ASSESSMENTS**

**PSSA Academic Standards, Assessment Anchors, and Eligible Content:** The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

**Formative Assessments:** The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

**Effective formative assessments for this course include** center activities, cooperative learning activities, games, online activities, oral responses, teacher observations, local assessments, and worksheets.

**Summative Assessments:** The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

**Effective summative assessments for this course include** performance assessments, projects, tests, and quizzes.