

Wallenpaupack Area School District Planned Course Curriculum Guide

English/Language Arts

Grade 2 ELA

Course Description:

Phonemic awareness, phonics, fluency, vocabulary, and comprehension are the priority skills taught in Grade 2. Non-fiction texts are included in order to prepare students for real world literacy. Writing to text, speaking, and listening are core components of the program.

Revision Date:

May 2014

Wallenpaupack Area School District Curriculum	
COURSE: Grade 2 ELA	GRADE: Two
UNIT 1: Exploration	TIMEFRAME: Six Weeks

PA CORE STANDARDS:

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

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

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.

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.

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 (Informative/Explanatory).

CC.1.4.2.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling (Informative/Explanatory).

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 (Opinion/Argumentative).

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 (Narrative).

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

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.

CC.1.5.2.A: Participate in collaborative conversations with peers and adults in small and larger groups.

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

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

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

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

UNIT OBJECTIVES (SWBATS):

- Blend sounds of letters to decode (consonants, consonant blends and digraphs, short vowels,

long vowels, r-controlled vowels)

- Identify phonograms/word families
- Decode words with common word parts (base words and inflected endings, contractions)
- Blend syllables to decode multisyllabic words
- Read aloud with accuracy, comprehension, and appropriate rate
- Read aloud with expression
- Practice fluency in a variety of ways, including choral reading, paired reading, and repeated reading
- Read high frequency words and vocabulary automatically
- Develop vocabulary through direct instruction, concrete experiences, reading, and listening to text read aloud
- Use grade-appropriate reference sources to learn word meanings
- Use graphic organizers
- Understand antonyms and synonyms
- Examine word usage and effectiveness
- Activate and use prior knowledge
- Make and confirm predictions
- Recognize story structure
- Identify graphic sources
- Identify realism/fantasy
- Sequence events
- Identify characterization
- Identify setting
- Spell words with short vowels VCCV
- Spell plurals, -s, -es
- Spell words adding -ed, -ing, -er, -est
- Spell words with long vowel digraphs
- Spell words with vowel sounds in out and toy
- Spell words with syllable patterns V/CV, VC/V
- Write a personal narrative

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Direct instruction
- Guided reading
- Shared reading
- Modeling
- Chunking
- Reviewing
- Re-teaching
- Questioning
- Interactive instruction (brainstorming, cooperative learning, problem solving, discussions, role playing)

ANCHOR VOCABULARY

- Antonym
- Character

- Characterization
- Graphics,
- Sequence of parts
- Setting
- Synonym

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- DIBELS
- Unit Benchmark Tests
- Scott Foresman Weekly Tests

EVIDENCE OF MASTERY:

- Progressing towards DIBELS mid-year benchmark goal composite score of 190 (72 WCM)
- 70% in weekly tests

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Accommodations based on student's IEP/504
- Leveled Readers (Scott Foresman)
- Readings on independent level from Readworks
- Books from Reading A-Z
- Guided reading groups
- Journal writing

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Pearson Successnet
- Readworks.org
- Reading A-Z

RESOURCE SPECIFIC VOCABULARY:

- brittle, creature, dart, decision, investigate, rural, underground, urban
- ascend, descend, enormous, journey, launch, meteorite, orbit, universe
- detective, fascinating, galaxy
- identify, slimy, tranquil, underneath, wildlife
- arid, discovery, dunes, forbidding, haven, landform, ledge, precipitation

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UNIT 2: Working Together	TIME FRAME: Six Weeks

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

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UNIT OBJECTIVES (SWBATS):

- Blend sounds of letters to decode (r-controlled vowels, vowel digraphs, diphthongs)
- Decode words with common word parts (base words and inflected endings, compounds)
- Read aloud with expression
- Practice fluency in a variety of ways, including choral reading, paired reading, and repeated reading
- Read high frequency words and vocabulary automatically
- Develop vocabulary through direct instruction, concrete experiences, reading, and listening to text read aloud
- Spell compound words
- Spell words with spl, thr, squ, str
- Spell words with digraphs sh, th, squ, str
- Identify and use contractions
- Identify and use proper nouns
- Identify and use singular and plural nouns

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Direct instruction
- Guided reading
- Shared reading
- Modeling
- Chunking
- Reviewing
- Re-teaching
- Questioning
- Interactive instruction (brainstorming, cooperative learning, problem solving, discussions, role playing)

ANCHOR VOCABULARY:

- Focus
- Main idea
- Narrative
- Opinion
-

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- DIBELS
- Unit Benchmark Tests
- Scott Foresman Weekly Tests

EVIDENCE OF MASTERY:

- Progressing towards DIBELS mid-year benchmark goal composite score of 190 (72 WCM)
- 70% in weekly tests

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Accommodations based on student's IEP/504
- Leveled Readers (Scott Foresman)

- Readings on independent level from Readworks
- Books from Reading A-Z
- Guided reading groups
- Journal writing

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Pearson Successnet
- Readworks.org
- Reading A-Z

RESOURCE SPECIFIC VOCABULARY:

- avalanche, blustery, courageous, fast-paced, hazard, instinct, rescue, skittish
- actuate, aloft, compete, contribute, deserve, mope, recreation, tinker
- coax, conflict, inhabit, ramp, resolve, serape, startle, vacation
- faithful, miserable, misgivings, occasion, partnership, solution, struggle, survival
- banquet, decorate, dine, flare, glimmer, holiday, participate, whispery

Wallenpaupack Area School District Curriculum	
COURSE: Grade 2 ELA	GRADE: Two
UNIT 3: Creative Ideas	TIME FRAME: Six Weeks

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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 (Informative/Explanatory).

CC.1.4.2.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling (Informative/Explanatory).

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

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

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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.

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

UNIT OBJECTIVES (SWBATS):

- Blend syllables to decode multisyllabic words
- Use context clues to determine word meaning of unfamiliar words, multiple-meaning words,

homonyms, homographs

- Use graphic organizers
- Examine word usage and effectiveness
- Recognize text structure: story and informational
- Summarize text
- Visualize
- Use parts of a book to locate information
- Identify author's purpose
- Compare and contrast
- Draw conclusions
- Sequence events
- Identify plot and plot structure
- Identify theme
- Spell plural nouns that change spelling
- Spell and use possessive nouns
- Write a how-to report

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Direct instruction
- Guided reading
- Shared reading
- Modeling
- Chunking
- Reviewing
- Re-teaching
- Questioning
- Interactive instruction (brainstorming, cooperative learning, problem solving, discussions, role playing)

ANCHOR VOCABULARY:

- Author's purpose
- Context clues
- Graphics,
- Plot
- Sequence of parts

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- DIBELS
- Unit Benchmark Tests
- Scott Foresman Weekly Tests

EVIDENCE OF MASTERY:

- DIBELS middle-of-year benchmark goals:
Composite Score – 190
WCM – 72
Accuracy – 96%

Retell – 21

- 70% in weekly tests

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Accommodations based on student's IEP/504
- Leveled Readers (Scott Foresman)
- Readings on independent level from Readworks
- Books from Reading A-Z
- Guided reading groups
- Journal writing

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Pearson Successnet
- Readworks.org
- Reading A-Z

RESOURCE SPECIFIC VOCABULARY:

- construct, contraption, daydream, foolproof, project, scrap, sidekick, unique
- correspond, cove, deaf, footprint, imitate, postage, sign language, transport
- boast, consume, contentment, cure, gloat, incident, prey, shrewd, snicker
- abundant, assist, beam, dismay, efficient, forever, generous, situation
- accomplish, excel, opportunity, original, process, research, scientist, unusual

Wallenpaupack Area School District Curriculum	
COURSE: Grade 2 ELA	GRADE: Two
UNIT 4 Our Changing World:	TIME FRAME: Six Weeks

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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.

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 (Informative/Explanatory).

CC.1.4.2.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling (Informative/Explanatory).

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 (Opinion/Argumentative).

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 (Narrative).

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

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.

CC.1.5.2.A: Participate in collaborative conversations with peers and adults in small and larger groups.

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

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

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

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

UNIT OBJECTIVES (SWBATS):

- Blend sounds of letters to decode (diphthongs, unique vowel patterns)
- Decode words with common word parts (base words and inflected endings, compounds)

- Blend syllables to decode multisyllabic words
- Read aloud with expression
- Practice fluency in a variety of ways, including choral reading, paired reading, and repeated reading
- Read high frequency words and vocabulary automatically
- Develop vocabulary through direct instruction, concrete experiences, reading, and listening to text read aloud
- Use word structure to figure out word meanings
- Use context clues to determine word meaning of unfamiliar words, multiple-meaning words, homonyms, homographs
- Use grade-appropriate reference sources to learn word meanings
- Use graphic organizers
- Understand antonyms and synonyms
- Monitor comprehension and use fix-up strategies
- Generate questions
- Recognize text structure: story and informational
- Identify cause and effect
- Compare and contrast
- Recognize fact and opinion
- Identify and use graphic sources (charts, diagrams, graphs, maps, tables)
- Identify plot and plot structure
- Identify theme
- Spell words with consonant sounds /j/ and /k/
- Spell words with suffixes -ly, -ful; -ness, -less
- Spell words with wr, kn, mb, gn
- Spell word plurals
- Spell words with vowels with r, prefixes pre-, mid-, over-, out-
- Identify and use adjectives and adverbs
- Write a compare and contrast essay
- Use descriptive writing

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Direct instruction
- Guided reading
- Shared reading
- Modeling
- Chunking
- Reviewing
- Re-teaching
- Questioning
- Interactive instruction (brainstorming, cooperative learning, problem solving, discussions, role playing)

ANCHOR VOCABULARY:

- Antonyms
- Compare/contrast

- Context clues,
- Fact and opinion
- Graphics
- Plot
- Synonyms
- Text structure
- Theme

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- DIBELS
- Unit Benchmark Tests
- Scott Foresman Weekly Tests

EVIDENCE OF MASTERY:

- Progressing towards DIBELS end-of-year benchmark goal composite score of 238 (87 WCM)
- 70% in weekly tests

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Accommodations based on student's IEP/504
- Leveled Readers (Scott Foresman)
- Readings on independent level from Readworks
- Books from Reading A-Z
- Guided reading groups
- Journal writing

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Pearson Successnet
- Readworks.org
- Reading A-Z

RESOURCE SPECIFIC VOCABULARY:

- concentration, frown, homeland, patient, preserve, represent, tough, valuable
- adapt, ancient, annual, bury, massive, nutrients, sprout, undisturbed
- appearance, canopy, forage, forepaw, pursue, restless, stage, transform
- accent, adjust, foreign, forlorn, landmark, quiver, tease, unexpected
- breeze, condition, funnel, predict, sparkle, swirl, terrifying, whip

Wallenpaupack Area School District Curriculum	
COURSE: Grade 2 ELA	GRADE: Two
UNIT 5: Responsibility	TIME FRAME: Six Weeks

PA CORE STANDARDS:

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

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

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.

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.

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 (Informative/Explanatory).

CC.1.4.2.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling (Informative/Explanatory).

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 (Opinion/Argumentative).

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 (Narrative).

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

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.

CC.1.5.2.A: Participate in collaborative conversations with peers and adults in small and larger groups.

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

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

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

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

UNIT OBJECTIVES (SWBATS):

- Blend sounds of letters to decode (consonants, consonant blends and digraphs, unique vowel patterns)

- Identify suffixes and prefixes
- Blend syllables to decode multisyllabic words
- Read aloud with accuracy, comprehension, and appropriate rate
- Read aloud with expression
- Practice fluency in a variety of ways, including choral reading, paired reading, and repeated reading
- Read high frequency words and vocabulary automatically
- Develop vocabulary through direct instruction, concrete experiences, reading, and listening to text read aloud
- Use word structure to figure out word meanings
- Use context clues to determine word meaning of unfamiliar words, multiple-meaning words, homonyms, homographs
- Use grade-appropriate reference sources to learn word meanings
- Use graphic organizers
- Understand antonyms and synonyms
- Activate and use prior knowledge
- Monitor comprehension and use fix-up strategies
- Use graphic organizers
- Recognize text structure: story and informational
- Identify and use graphic sources (charts, diagrams, graphs, maps, tables)
- Identify main idea and supporting details
- Identify realism/fantasy
- Identify sequence of events
- Identify plot and structure
- Identify theme
- Spell words with syllable patterns CVVC, CVV
- Spell homophones
- Spell words with vowel sound in ball; suffixes -y, -ish, -hood, -ment
- Identify and use pronouns
- Identify and use contractions
- Write a persuasive letter

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Direct instruction
- Guided reading
- Shared reading
- Modeling
- Chunking
- Reviewing
- Re-teaching
- Questioning
- Interactive instruction (brainstorming, cooperative learning, problem solving, discussions, role playing)

ANCHOR VOCABULARY:

- Context clues

- Graphics
- Multiple-meaning words
- Sequence of parts
- Text structure
- Theme

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- DIBELS
- Unit Benchmark Tests
- Scott Foresman Weekly Tests

EVIDENCE OF MASTERY:

- Progressing towards DIBELS end-of-year benchmark goal composite score of 238 (87 WCM)
- 70% in weekly tests

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Accommodations based on student's IEP/504
- Leveled Readers (Scott Foresman)
- Readings on independent level from Readworks
- Books from Reading A-Z
- Guided reading groups
- Journal writing

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Pearson Successnet
- Readworks.org
- Reading A-Z

RESOURCE SPECIFIC VOCABULARY:

- caretaker, community, instrument, lug, operation, responsible, supplies, teamwork
- concern, fragile, growth, litter, pellets, pollute, protection, release
- behavior, companion, confident, consider, cooperate, obedient, properly, reprimand
- advantage, appreciate, communicate, defiant, demand, ferocious, firmly, respect
- apologize, citizen, hoard, interrupt, judgment, protest, scold, troublemaker

Wallenpaupack Area School District Curriculum	
COURSE: Grade 2 ELA	GRADE: Two
UNIT 6: Traditions	TIME FRAME: Six Weeks

PA CORE STANDARDS:

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

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

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.

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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.

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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.

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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.

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CC.1.3.2.H: Compare and contrast two or more versions of the same story by different authors or from different cultures.

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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 (Informative/Explanatory).

CC.1.4.2.F: Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling (Informative/Explanatory).

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 (Opinion/Argumentative).

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

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

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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.

CC.1.5.2.A: Participate in collaborative conversations with peers and adults in small and larger groups.

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

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

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

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

UNIT OBJECTIVES (SWBATS):

- Decode words with common word parts (base words and inflected endings, contractions,

compounds, suffixes and prefixes)

- Blend syllables to decode multisyllabic words
- Read aloud with accuracy, comprehension, and appropriate rate
- Practice fluency in a variety of ways, including choral reading, paired reading, and repeated reading
- Use context clues to determine word meaning of unfamiliar words, multiple-meaning words, homonyms, homographs
- Use graphic organizers
- Examine word usage and effectiveness
- Activate and use prior knowledge
- Monitor comprehension and use fix-up strategies
- Use graphic organizers
- Visualize
- Summarize
- Identify cause and effect
- Draw conclusions
- Identify fact and opinion
- Identify and use graphic sources (charts, diagrams, graphs, maps, tables)
- Identify character
- Identify plot structure
- Identify setting
- Spell words containing a schwa
- Spell words with –tion, -sion, -ture
- Spell multisyllabic words
- Spell related words
- Identify and use capital letters
- Identify and use quotation marks
- Identify and use commas
- Indent paragraphs
- Write a research report

INSTRUCTIONAL STRATEGIES/ACTIVITIES:

- Direct instruction
- Guided reading
- Shared reading
- Modeling
- Chunking
- Reviewing
- Re-teaching
- Questioning
- Interactive instruction (brainstorming, cooperative learning, problem solving, discussions, role playing)

ANCHOR VOCABULARY:

- Character
- Characterization

- Draw conclusions
- Fact and opinion
- Graphics
- Plot
- Setting
- Summarize

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):

- DIBELS
- Unit Benchmark Tests
- Scott Foresman Weekly Tests

EVIDENCE OF MASTERY:

- DIBELS end-of-year benchmark goals:
Composite Score – 238
WCM – 87
Accuracy – 97%
Retell – 27
- 70% in weekly tests

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)

- Accommodations based on student's IEP/504
- Leveled Readers (Scott Foresman)
- Readings on independent level from Readworks
- Books from Reading A-Z
- Guided reading groups
- Journal writing

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):

- Pearson Successnet
- Readworks.org
- Reading A-Z

RESOURCE SPECIFIC VOCABULARY:

- athlete, challenge, champion, effort, dainty, disguise, professional, shortstop
- allegiance, frayed, history, independence, indivisible, patriotic, symbol, unfurl
- angle, brilliant, celebration, create, custom, inspect, snapshot, tradition
- buckaroo, climate, drover, lariat, legend, livestock, occupation, rawhide
- ceremony, compliant, culture, evergreen, festival, fidget, multicolored, sash