

Wallenpaupack Area School District

COURSE: Communications

GRADE LEVEL: Second

LENGTH OF COURSE: 180 days

FREQUENCY OF INSTRUCTION:

Guided reading – daily
Shared reading – daily
Phonemic Awareness/Word Study – daily
Rebecca Sitton Spelling – daily
Kid Writing/Writing – daily
Independent Reading – daily

TEXT: Kid writing, Rebecca Sitton Spelling Sourcebook, Trade books for shared reading and guided reading

PUBLISHER: Wright Group Publishing, Inc., Egger Publishing, Inc.

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COURSE DESCRIPTION:

The second grade communications curriculum utilizes a balanced literacy approach to instruction. It provides students with daily opportunities to engage in various reading and writing activities to help them communicate more effectively. In this balanced literacy framework students participate in read aloud, shared reading, guided reading, independent reading and systematic word study (including Rebecca Sitton spelling). In addition, through Kid Writing, students engage in writers' workshop and independent writing. The classroom environment supports students at their instructional level to deliver phonemic awareness, phonics, fluency, vocabulary and text comprehension instruction.

AREAS OF STUDY:

CURRICULUM WRITING TEAM:

Randi Clarke
Phyllis Hennings
Janine Lee
Suzanne McGuire

DATE OF REVISION:

2003

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Teachers should choose from the following teacher books:

Blevins, W. (1998). *Phonics from A to Z*. Scholastic.

Cunningham, P. M. & Hall, D. P. (1994). *Making words: multilevel, hands-on developmentally appropriate spelling and phonics activities*. Good Apple.

Cunningham, P. M. (1995). *Phonics they use: words for reading and writing*. Harper Collins College Publishers.

Cunningham, P. (2000). *Systematic sequential phonics they use*. Carson Dellosa Publishers.

Fitzpatrick, J. (1997). *Phonemic awareness: playing with sounds to strengthen beginning reading skills*. Creative Teaching Press.

Hall, D. & Cunningham, P. (2002). *Month-by-month for first grade: systematic, multilevel instruction*. Carson Dellosa Publishers.

Pinnel, G. S. & Fountas, I. (1998). *Words Matter*.

Zgonc, Y. (2000). *Sounds in action: phonological awareness activities and assessment*. Crystal Springs Books.

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Course: Communications

Grade Level:

Grade 2

Unit: Reading

**PA Standards: 1.1.A - 1.1.B - 1.1.C - 1.1.D
1.1.E - 1.1.F - 1.1.G - 1.1.H**

Topics:	Skills:
<p>Reading Independently</p>	<p>Identify purposes and types of texts Previewing text formats During reading, use knowledge of phonics, word analysis, syllabication, picture and context clues to decode and understand new words Read text using self-monitoring comprehension strategies Acquire a reading vocabulary by identifying and correctly using words Understand the meaning of and use correctly new vocabulary learned in various subject areas Demonstrate after reading understanding and interpretations of both fiction and nonfiction text</p> <ul style="list-style-type: none"> • Retell or summarize the major ideas, themes or procedures of the text • Connect the new information or ideas in the text to known information • Clarify ideas and understandings through rereading and discussion • Make responsible assertions about the text by citing evidence from the text <p>Demonstrate fluency and comprehension in reading</p> <ul style="list-style-type: none"> • Read familiar materials aloud with accuracy • Self correct mistakes • Use appropriate rhythm, flow, meter and pronunciation • Read a variety of genres and types of text • Demonstrate comprehension (Standards 1.1.3.G) • Recommend 25 books/year
Activities:	Performance Assessments:
<p>Guided reading Shared reading Independent reading Picture walk Preview/predict Book talks/orientation Book orientation Predictions Word wall Guess the covered word Making words Word sorting/word families Rebecca Sitton spelling program Reading strategies Similarities Little words in big words Back track (reread) Picture clues/key clues Skip and go on Make sense Sounds right Poppers</p>	<p>Running Records Timed Readings Teacher Observations Teacher-Made Assessments Computer Lesson Assessments Written Response to Questions Cloze Procedures Portfolios Rubrics</p>

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Computer generated lessons
Phonemic awareness activities
Poetry
Guided reading/prompting
Shared reading
Independent reading (first and second readings)
Using reading strategies
Think aloud
Teach modeling
Read, cover, remember, retell
Very important points
Two-word strategies
Sketch-to-sketch
Web of understanding
Questioning (5 W's and H)
Literary circle discussion
Graphic organizers
Story Maps/elements
Preview
Sequence (first, next, then, last)
Dictionary games
Dictionary use
Work predictions
Word theater
Theme words
Charades (teacher and student)
Pictionary
Locating in text
Kid writing
Alpha boxes
River
Guess the covered word
Shared reading KWL charts
Retellings
Reading response activities
Story map/graphic organizers
Creating books
Literature circle
Reciprocal teaching
Buddy reading (page, paragraph, popcorn)
Thin alongs
VIP (very important points)
Writing prompts
Rereading
Highlighting important points
Work sorting
Categorizing
Projects
Illustrations/diagrams
Discussion web
Sequencing
Model – pocket charts
Rereading
Choral reading
Retellings

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<p>Graphic organizers Echo Reading Framing Push card Reading strategies Book reports A.R. reading Cut up sentences Easy/familiar books Taping story Computer lessons</p>	
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Unit: Reading

PA Standards: 1.2.A - 1.2.B - 1.2.C

Topics:	Skills:
<p>Reading Critically in All Content Areas</p>	<p>Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> • Differentiate fact from opinion within text. • Distinguish between essential and nonessential information within a text. • Make inferences from text when studying a topic(e.g., science, social studies) and draw conclusions based on text. • Analyze text organization and content to derive meaning from text using established criteria. <p>Use and understand a variety of media and evaluate the quality of material produced.</p> <ul style="list-style-type: none"> • Use electronic media for research • Identify techniques used in television and use the knowledge to distinguish between facts and misleading information. • Assess the quality of media projects (e.g., script, play, audiotape) that have been developed for a targeted audience. <p>Produce work in at least one literary genre that follows the conventions of the genre.</p>
Activities:	Performance Assessments:
<p>Reading of non-fiction Texts KWL charts Anticipatory guide Teacher/student-led discussions Weekly reader Graphic organizer Pre-reading questions Focus writing Webbing Computer programs Internet searches Newspaper articles Movie reviews Reading rainbow Books on tape Opinion writing Class discussions Kid Writing Poetry writing Story prompts</p>	<p>Journals Logs Teacher-made Assessment Reports Computer Lesson Assessment Rubrics Written Work Teacher Observation Venn Diagrams Writing Samples Class Assignments</p>

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Prose Essays Journals Biographies Autobiographies Retellings Creative writing Teacher modeling	
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Unit: Writing

**PA Standards: 1.3.A - 1.3.B - 1.3.C
1.3.D - 1.3.E - 1.3.F**

Topics Types of writing

Story maps
 Venn diagram
 Flow charts
 Guided reading
 Shared reading
 Literature circles
 Poetry
 Reader's theater
 Picture walks
 Retellings
 Choral Reading
 Predictable books
 Word families
 Play performances
 Written reports
 Reading different genres
 Journals
 Kid writing – Teacher observation
 Performance tasks
 Classroom participation
 Rubrics
 Written Tests
 Cloze procedures
 Teacher-made assessments
 Accelerated reading
 Oral questions
 Class projects
 Homework assignments
 Checklists
 Running records
 Book reports or projects
 Written work
 Class assignments

Skills:

Reading, analyzing and interpreting literature
 Read and understand works of literature

- Identify literary elements in stories describing characters, setting and plot
- Identify literary devices in stories (e.g. rhyme, rhythm, personification).
- Identify the structures in poetry (e.g., pattern books, predictable books, nursery rhymes).
- Identify the structures in drams (e.g. dialogue, story, enactment, acts, scenes).

 Read and respond to nonfiction and fiction including poetry and drama.

Unit: Writing

PA Standards: 1.4.A - 1.4.B - 1.4.C

Topics:	Skills:
Types of writing	Write a narrative pieces (e.g., stories, poems, plays) <ul style="list-style-type: none"> • Include detailed descriptions of people, places, things • Use relevant illustrations • Include literary elements • Use literary devices Write informational pieces (e.g. descriptions, letters, reports and instructions) using illustrations where relevant Write an opinion and support it with facts

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Rebecca Sitton spelling Teacher-made handouts Friendly letter writing Four types of sentences writing Grammar instruction Punctuation activities Sentence structure activities Proofreading Publishing student work	
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Course: Communications

Grade Level: 2

Unit: Speaking and listening

**PA Standards: 1.6.A - 1.6.B - 1.6.C
1.6.D - 1.6.E - 1.6.F**

Topics:	Skills:
Speaking and listening	Listen to others <ul style="list-style-type: none"> • Ask questions as an aid to understanding • Distinguish fact from opinion Listen to selections of literature <ul style="list-style-type: none"> • Relate it to similar experiences • Predict what will happen next • Retell a story in chronological order • Recognize character and tone • Identify and define new words and concepts Speak using skills appropriate to formal speech situation <ul style="list-style-type: none"> • Use appropriate volume • Pronounce most words accurately • Pace speech so it is understandable • Demonstrate an awareness of audience Contribute to discussions <ul style="list-style-type: none"> • Ask relevant questions • Respond with appropriate information or opinions to questions asked • Listen to and acknowledge the contributions of others • Display appropriate turn-taking behaviors Participate in small and large group discussions and presentations <ul style="list-style-type: none"> • Participate in everyday conversations • Present oral readings • Deliver short reports (e.g., Show-and-Tell, field trips summary) • Conduct short interviews • Give simple directions and explanations • Report an emergency Use media for learning purposes <ul style="list-style-type: none"> • Explain the importance of television, radio, film, and Internet in the lives of people • Explain how advertising sells products • Show or explain what was learned (e.g., audiotape, computer download)
Activities:	Performance Assessments:
Oral reports, retellings Responding to questions Contributing to discussions Literacy circles Repeating directions	Teacher Observations Computer lesson assessment Written response to questions Listening activities Homework

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<p>Giving instructions Oral reading Poetry reading Reader's Theater Read alouds Buddy reading Guided reading Shared reading Choral reading Newspapers Websites Reading Rainbow viewing and discussion Computer programs Magazine viewing and product comparison</p>	<p>Class participation Rubric Oral Presentations Internet Projects</p>
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Unit: Language

PA Standards: 1.7.A - 1.7.B

Topics:	Skills:
<p>Characteristics and functions of the English language</p>	<p>Identify words from other languages that are commonly used English words Identify variations in the dialogues of literary characters and relate them to differences in occupation or geographical location</p>
Activities:	Performance Assessments:
<p>Shared reading Dictionary usage/skills Cultural projects Author studies Read aloud Guided reading Holiday study</p>	<p>Class assignments Teacher observations</p>

Unit: Research

PA Standards: 1.8.A - 1.8.B - 1.8.C

Topics:	Skills:
<p>Research</p>	<p>Select a topic for research Locate information using appropriate sources and strategies</p> <ul style="list-style-type: none"> • Locate resources for a particular task (e.g., newspapers, dictionary) • Select sources (e.g., dictionaries, encyclopedias, interviews to write a family history, observations and electronic media) • Use table of contents, key words and guide words <p>Use traditional and electronic search tools Organize and present the main ideas from the research</p> <ul style="list-style-type: none"> • Take notes from sources using a structured format • Summarize, orally or in writing, the main ideas
Activities:	Performance Assessments:
<p>Reports Book reports Informational report Utilize library Reference book activities Dictionary games Internet searches</p>	<p>Oral presentations Reports Class assignments Teacher observations Rubrics Internet projects</p>