Wallenpaupack Area School District
Planned Course Curriculum Guide

English/Language Arts

Grade 2 ELA

Course Description:

Revision Date:

August 2021

Wallenpaupack Area School District Curriculum	
COURSE: Grade 2 ELA	GRADE: Two
UNIT 1: Literacy Lab – Launch Unit	TIME FRAME: Eight Weeks

PA CORE STANDARDS:

CCS R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; site specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCS R.2 Read closely to determine what the text says explicitly and to make logical inferences from it; site specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCS R.6 Assess how point of view or purpose shapes the content and style of text.

CCS W.10 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 tasks, purposes, audiences.

CCS SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCS R.4 Interpret words and phrases as they are used in the text, including determining technical, connotative, and figurative meanings, and analyze how specific words choices shape meaning or tone.

CCS L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful words parts, and consulting general and specialized reference materials, as appropriate.

CCS L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to text, including using adjectives and adverbs to describe.

CCS L.1 Demonstrate command of conventions of standard English grammar and usage when writing or speaking.
- Use collective nouns
- Form and use frequently occurring irregular plural nouns
- Use reflective pronouns
- Form and use the past tense of frequently irregular verbs
- Use adjectives and adverbs, and choose between them depending on what is to be modified
- Produce, expand, and rearrange complete simple and compound sentences

CCS L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Identify real-life connections between words and their use
- Distinguish shades of meaning among closely related verbs and adjectives

CCS L.6 Acquire and use accurately a range of general academic and domain specific words and phrases sufficient for reading, writing, and speaking, and listening at the college and career readiness

level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CCS R.3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
- RL.2.3: Describe how characters in a story to major events and challenges.

CCS W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

CCS W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCS R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

CCS R.7 Use information gained from the illustrations in a print or digital text to demonstrate understanding of its characters, setting or plot.

CCS W.6 Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.

CCS L.2 Demonstrate command of the conventions of standard English, capitalization, punctuation, and spelling when writing.
- Capitalize holidays, product names, and geographic names
- Use commas in greetings and closings of letters
- Use and apostrophe to form contractions and frequently occurring possessives
- Generalize learned spelling patterns when writing words
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings

CCS LS.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Compare formal and informal uses of English

CCS LS.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 2 reading an content, choosing flexibly from an array of strategies.
- Use sentence-level context as a clue to the meaning of a word or phrase
- Determine the meaning of the new words formed when a known prefix is added to a known word
- Use known root word as a clue to the meaning of an unknown word with the same root
- Use knowledge of the meaning of individual words to predict the meaning of compound words
- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases

CCS LS.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to text, including using adjectives and adverbs to describe.

Common Core Unit FOCUS:
- Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of text
- Use words and phrases acquired through classwork in reading, speaking, and writing
- Describe how words and phrases supply rhythm and meaning
    - Write poetry that includes words and phrases acquired for classwork, including adjectives and adverbs to describe
- Write personal narratives to recount events and describe people that matter to them
    - Strengthen writing by revising and editing for language and word choice

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)
- Accountable talk
- Independent/Stamina reading

ANCHOR VOCABULARY
- Text features
- Onomatopoeia

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):
- Publish poetry pieces
- Publish personal narrative
- Journal writing

EVIDENCE OF MASTERY:
- Kinsey Developmental Writing Scale
- DIBELS
- Growth in IRLA

Wallenpaupack Area School District Curriculum	
COURSE: Grade 2 ELA	**GRADE: Two**
UNIT 2: Marine Life (Informational Writing)	**TIME FRAME: Nine Weeks**

PA CORE STANDARDS:

CCS W.7 Conduct short as well as sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCS W.2 Write informative/explanatory text to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CCS R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCS R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- RI.2.2 Identify the main topic of a multipara graph text as well as the focus of the specific paragraphs within the text.

CCS W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

CCS R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- RI.2.7: Explain how specific images contribute to and clarify text.

CCS. L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCS. L.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCS R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCS R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific work choices shape meaning and tone.

CCS L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

UNIT FOCUS:
- Text Features
- Main Topic, Main Idea and Key Details
- Illustrations
- Organization
- Technical and Academic Language
- Conclusions
- Final Presentations

INSTRUCTIONAL STRATEGIES/ACTIVITIES:
- Direct instruction
- Guided reading
- Shared reading
- Modeling
- Chunking
- Reviewing
- Re-teaching
- Questioning
- Interactive instruction (brainstorming, cooperative learning, problem solving, discussions, and role playing)
- Accountable talk
- Independent/Stamina reading
- Research

ANCHOR VOCABULARY:
- Physical characteristics, behavior, classification, life cycle, habitat, ecosystem, food web, endangered species, survival

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):
- Final Project presented at the end of the unit
- Publish an informational piece

EVIDENCE OF MASTERY:
- Kinsey Developmental Writing Scale
- CCSS RI.2 Rubric
- CCSS W.2 Rubric
- Kinsey Developmental Writing Scale
- DIBELS
- Growth in IRLA

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)
- Accommodations based on student's IEP/504
- Equitable small group instruction and conferences

Wallenpaupack Area School District Curriculum	
COURSE: Grade 2 ELA	**GRADE: Two**
UNIT 3: Jobs in my Community (Opinion Writing)	**TIME FRAME: Nine Weeks**

PA CORE STANDARDS:

CCSW.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

CCSR.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSR.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

CCSW.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

CCSR.8 Describe how reasons support specific points the author makes in a text.

CCSSL.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CCSL.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Common Core Focus:
- Fact vs. Opinion
- Author's Purpose
- Strong Opinion Statements
- Relevant Supporting Evidence/ Reasons
- Linking Words
- Conclusions
- Technical Language
- Academic Language

INSTRUCTIONAL STRATEGIES/ACTIVITIES:
- Direct instruction
- Guided reading
- Shared reading
- Independent Reading- stamina reading
- Modeling
- Chunking
- Reviewing
- Re-teaching
- Questioning
- Research

- Form an opinion and support with facts
- Interactive instruction (brainstorming, cooperative learning, problem solving, discussions, role playing)
- Accountable Talk

ANCHOR VOCABULARY:
- Community
- Career
- Government
- Wants and Needs
- Geography
- History
- Leadership
- Current Issues
- Contributions
- Job Description

ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):
- Publish an argument/opinion piece of writing based on research
- Final project presented at end of unit

EVIDENCE OF MASTERY:
- **CCSW.1** Rubric for a Proficient Answer
- Kinsey Developmental Writing Scale
- DIBELS
- Growth in IRLA

DIFFERENTIATED INSTRUCTION (Remediation/Extension) (Process, Product or Content)
- Accommodations based on student's IEP/504
- Equitable small group instruction and conferences

RESOURCES (Websites, Blogs, Videos, Whiteboard Resources, etc.):
- Pebble GO
- ARC Bookshelf
- EPIC Online library