



SPRING GROVE AREA SCHOOL DISTRICT



PLANNED COURSE OVERVIEW

Course Title: English Language Arts Grade Level(s): 2 Units of Credit: N/A Classification: Required	Length of Course: Full Year Periods Per Cycle: 6 Length of Period: 2 Hours Total Instructional Time: 360 Hours
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Course Description

This course provides students with a foundation of skills in reading, writing, speaking, and listening.

Instructional Strategies, Learning Practices, Activities, and Experiences

Anchor Charts	Internet Research	Readers' Theater
Anticipatory Sets	Journals	Reports and Speeches
Bell Ringers	Writing	Research
Class Discussions	Paper and Pencil Activities	Small Group Interventions
Closure	Posted Objectives	Teacher Demonstrations
Critical Thinking	Practice Exercises	Teacher-Made Tests
Graphic Organizers	Presentations	Technology Integration
Guided Reading	Question-Answer Relationships	Videos
Higher Level Questioning	Quizzes	Wait-Time
Homework	Notice and Note	Wait-Time Extended
Interaction Sequence		

Assessments

District Benchmark Tests	Reports	Acadience
Homework	Teacher Observations	BAS (Benchmark Assessment System)
Projects	Teacher-Made Tests and Quizzes	CORE

Materials/Resources

4 Square Writing
Foundations
Heggerty
Ipads (one to one)
Internet

Leveled Readers
Mentor Texts
Online Texts
Resource Books
SAS (Standards Aligned System)

Supplemental Readings
Trade Books, Picture Books, Big Books
Teacher Created Resources
Videos

Adopted: 1/27/88

Revised: 9/3/91; 7/15/98; 10/04; 1/17/11; 5/20/13, 5/22/23

1.1 Foundational Skills	
Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Phonics and Word Recognition	<p>CC.1.1.2.D - Know and apply grade level phonics and word analysis skills in decoding words.</p> <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.
Fluency	<p>CC.1.1.2.E - Read with accuracy and fluency to support comprehension:</p> <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.

1.2 Reading Informational Text	
Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Key Ideas and Details – Main Idea	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.
Key Ideas and Details – Text Analysis	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.
Craft and Structure – Text Structure	CC.1.2.2.E - Use various text features and search tools to locate key facts or information in a text efficiently.
Craft and Structure – Vocabulary	CC.1.2.2.F - Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.
Integration of Knowledge and Ideas – Diverse Media	CC.1.2.2.G - Explain how graphic representations contribute to and clarify a text.
Integration of Knowledge and Ideas – Evaluating Arguments	CC.1.2.2.H - Describe how reasons support specific points the author makes in a text.
Integration of Knowledge and Ideas – Analysis Across Texts	CC.1.2.2.I - Compare and contrast the most important points presented by two texts on the same topic.
Vocabulary Acquisition and Use	CC.1.2.2.J - Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
Vocabulary Acquisition and Use	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.
Range of Reading	CC.1.2.2.L - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

1.3 Reading Literature	
Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Key Ideas and Details – Theme	CC.1.3.2.A - Recount stories and determine their central message, lesson, or moral.
Key Ideas and Details – Text Analysis	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.
Key Ideas and Details – Literary Elements	CC.1.3.2.C - Describe how characters in a story respond to major events and challenges.
Craft and Structure – Point of View	CC.1.3.2.D - Acknowledge differences in the points of views of characters, including speaking in a different voice for each character when reading dialogue aloud.
Craft and Structure – Text Structure	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.
Craft and Structure – Vocabulary	CC.1.3.2.F - Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
Integration of Knowledge and Ideas – Sources of Information	CC.1.3.2.G - Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
Integration of Knowledge and Ideas – Text Analysis	CC.1.3.2.H - Compare and contrast two or more versions of the same story by different authors or from different culture.
Vocabulary Acquisition and Use – Strategies	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.
Vocabulary Acquisition and Use	CC.1.3.2.J - Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
Range of Reading	CC.1.3.2.K - Read and comprehend literature on grade level, reading independently and proficiently.

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.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Informative/Explanatory	CC.1.4.2.A - Write informative / explanatory texts to examine a topic and convey ideas and information clearly.
Informative/Explanatory Focus	CC.1.4.2.B - Identify and introduce the topic.
Informative/Explanatory Content	CC.1.4.2.C - Develop the topic with facts and/or definitions.
Informative/Explanatory Organization	CC.1.4.2.D - Group information and provide a concluding statement or section.
Informative/Explanatory Style	CC.1.4.2.E - Choose words and phrases for effect.
Informative/Explanatory Conventions of Language	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.
Opinion/Argumentative	CC.1.4.2.G - Write opinion pieces on familiar topics or texts.
Opinion/Argumentative Focus	CC.1.4.2.H - Identify the topic and state an opinion.
Opinion/Argumentative Content	CC.1.4.2.I - Support the opinion with reasons that include details connected to the opinion.
Opinion/Argumentative Organization	CC.1.4.2.J - Create an organizational structure that includes reasons and includes a concluding statement.
Opinion/Argumentative Style	CC.1.4.2.K - Use a variety of words and phrases to appeal to the audience.
Opinion/Argumentative Conventions of Language	CC.1.4.2.L - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Narrative	CC.1.4.2.M - Write narratives to develop real or imagined experiences or events.
Narrative Focus	CC.1.4.2.N - Establish a situation and introduce a narrator and/or characters.
Narrative Content	CC.1.4.2.O - Include thoughts and feelings to describe experience and events to show the response of characters to situations.
Narrative Organization	CC.1.4.2.P - Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
Narrative Style	CC.1.4.2.Q - Choose words and phrases for effect.
Narrative Conventions of Language	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.
Production and Distribution of Writing / Writing Process	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.
Technology and Publication	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.
Conducting Research	CC.1.4.2.V - Participate in individual or shared research and writing projects.
Credibility, Reliability, and Validity of Sources	CC.1.4.2.W - Recall information from experiences or gather information from provided sources to answer a question.
Range of Writing	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.

1.5 Speaking and Listening	
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Comprehension and Collaboration / Collaborative Discussion	CC.1.5.2.A - Participate in collaborative conversations with peers and adults in small and larger groups.
Comprehension and Collaboration / Critical Listening	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.
Comprehension and Collaboration / Evaluating Information	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.
Presentation of Knowledge and Ideas / Purpose, Audience, and Task	CC.1.5.2.D - Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
Presentation of Knowledge and Ideas / Context	CC.1.5.2.E - Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
Integration of Knowledge and Ideas / Multimedia	CC.1.5.2.F - Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.
Conventions of Standard English	CC.1.5.2.G - Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.