

Mifflin County School District Planned Instruction

Title of Planned Instruction: Language Arts
Subject Area: Reading, Writing, Speaking, and Listening
Grade Level: 2
Prerequisites: None

Course Description:

Our goal is to enable our students to develop and utilize the processes of effective oral and written communication by emphasizing fluency and comprehension; to read and write for a variety of purposes; to follow directions; to develop a lifelong appreciation of literature and the literacy necessary for success.

Required Time: One year

Course Credit: 1.0

NOTE: Items printed in **BOLD** represent eligible content that will be tested by the PSSA test.

Major Text(s) and Resources:

McGraw-Hill Reading, McGraw-Hill, 2001
Assorted Authentic Texts

Names of District Subject Area Curriculum Writing Committee:

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Date of Board Approval: May 25, 2006

Strand: Reading, Writing, Speaking, and Listening
 Standard: 1.1 Learning to Read Independently
 Grade: 2

Grade Level Objectives	Performance Indicators	Assessments
A. Before reading, recognize the purpose and types of text.	Identify realism, fantasy, fiction, nonfiction, and informational texts through context clues.	<ul style="list-style-type: none"> • Discussion
B. Preview and understand the text.	Identify and use title page, author, glossary, and table of contents.	<ul style="list-style-type: none"> • Workbook • Discussion • Unit tests
C. During reading, use knowledge of phonics and word analysis.	Identify base words, prefixes (e.g., in, pre, re, un) and suffixes (e.g., less, ful, ly), syllables, picture and context clues to decode and understand new words.	<ul style="list-style-type: none"> • Workbook • Oral reading • Discussion • DIBELS (or other standardized test)
D. Read text using self-monitoring comprehension strategies.	<ul style="list-style-type: none"> • Predict. • Self-question. • Revise predictions. • Reread. • Clarify. • Make associations. • Draw conclusions. 	<ul style="list-style-type: none"> • Teacher observation • Workbook
E. Acquire a reading vocabulary.	<ul style="list-style-type: none"> • Identify and correctly use words in context. • Use a dictionary when appropriate. • Identify meaning of multiple-meaning words used in text. • Identify a synonym or antonym of a word used in text. 	<ul style="list-style-type: none"> • Oral reading • Workbook • DIBELS (or other standardized test)
F. Recognize and understand sight vocabulary words in various subject areas.	Read and understand words in various texts through discussion.	<ul style="list-style-type: none"> • Teacher observation • Workbook • DIBELS (or other standardized test)

<p>G. After reading, demonstrate understanding and interpretation of both fiction and nonfiction text.</p>	<ul style="list-style-type: none"> • Retell or summarize main ideas and relevant supporting details, processes, and events. • Apply the new information or ideas from the text to known information. • Clarify ideas and understanding through rereading and discussion. • Make inferences and draw conclusions. 	<ul style="list-style-type: none"> • Teacher observation • Workbook • Student’s writing • Discussion
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<p>H. Demonstrate fluency and comprehension in reading.</p>	<ul style="list-style-type: none"> • Read familiar materials aloud with accuracy. • Self-correct mistakes. • Use appropriate rate or reading. • Pronounce words correctly to gain meaning from text. • Read a variety of genres and types of text. • Demonstrate comprehension by answering questions regarding the text. 	<ul style="list-style-type: none"> • Workbook • Tests • Teacher observation • DIBELS (or other standardized test)
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Strand: Reading, Writing, Speaking, and Listening
Standard: 1.2 Reading Critically in All Content Areas
Grade: 2

<p>A. Identify and interpret essential content of informational texts and documents in all academic areas.</p>	<ul style="list-style-type: none"> • Differentiate fact from opinion. • Make inferences and draw conclusions from text in all content areas. • Apply comprehension strategies to construct meaning. • Distinguish between 	<ul style="list-style-type: none"> • Workbook • Tests
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	<p>essential and non-essential text.</p> <ul style="list-style-type: none"> • Identify text organization: <ul style="list-style-type: none"> ◆ Sequence ◆ Question/answer ◆ Comparison/contrast ◆ Cause and effect ◆ Problem/solution • Use headings to locate information in a passage, or identify content that would best fit in a specific section of text. • Interpret graphics and charts, and make connections between text and the content of graphics and charts. • Identify exaggeration (bias) where present in non-fictional text. 	
<p>B. Identify and use a variety of media.</p>	<ul style="list-style-type: none"> • Use computer, tape recorder, television, videos, filmstrips, films. • Audiotape an oral reading. • Initiate the use of a computer as a learning tool. • Respond to literature by acting out the story (Reader's Theater). 	<ul style="list-style-type: none"> • Teacher observation • Projects • Group work
<p>C. Verbalize forms of genre.</p>	<p>Express types of genre (nonfiction, fiction, and poetry).</p>	<ul style="list-style-type: none"> • Teacher observation

Strand: Reading, Writing, Speaking, and Listening
 Standard: 1.3 Reading, Analyzing, and Interpreting Literature
 Grade: 2

A. Understand a variety of works of literature.	Read a variety of works of literature.	<ul style="list-style-type: none"> • Teacher observation
B. Identify the components of fiction and nonfiction texts, and make connections between text.	Identify the following in fiction and literary nonfiction texts: <ul style="list-style-type: none"> • Character (may also be called narrator, speaker, subject of a biography) • Character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within fiction or literary nonfiction text • The relationship between characters and other components of text • Setting (when or where a story or personal narrative takes place) • Plot (may also be called action) • Elements of the plot/conflict/problem, sequence of events, cause and effect relationships in the plot, how the problem was solved (may use terms “event” or “solution.”) • Topic of literary nonfiction texts • Content in nonfiction texts • Differing viewpoints in nonfiction text 	<ul style="list-style-type: none"> • Workbook • Discussion • Tests

	<ul style="list-style-type: none"> • Topic or subtopics in nonfiction text 	
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C. Identify literary devices in stories.	Identify rhyme, rhythm, and personification.	<ul style="list-style-type: none"> • Discussion • Workbook
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D. Recognize and complete predictable language patterns.	Identify and perform choral reading, read alouds, and predictable books.	<ul style="list-style-type: none"> • Teacher observation
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E. Understand dialogue in works of literature.	Identify dialogue in works of literature.	<ul style="list-style-type: none"> • Teacher observation
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F. Respond to nonfiction and fiction works of literature.	Read nonfiction and fiction works of literature (e.g., narrative and poetic text).	<ul style="list-style-type: none"> • Teacher observation
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Strand: Reading, Writing, Speaking, and Listening
Standard: 1.4 Types of Writing
Grade: 2

A. Write fictional and non-fictional pieces.	Include basic descriptions of people, places, and things, relevant illustrations, and a simple plot in student's writing.	<ul style="list-style-type: none"> • Rubric • Peer editing • Writer's Workshop sample
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B. Understand how to write information pieces.	<ul style="list-style-type: none"> • Write an informational paragraph about a content area topic. • Write a friendly letter and thank-you note. 	<ul style="list-style-type: none"> • Self-editing • Rubric • Teacher editing • Checklist • Writer's Workshop sample
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C. Understand how to express an opinion.	Write an opinion and support it with one or more facts.	<ul style="list-style-type: none"> • Rubric • Checklist • Writer's Workshop sample
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Strand: Reading, Writing, Speaking, and Listening
Standard: 1.5 Quality of Writing
Grade: 2

A. Write with a distinct	Identify the topic, purpose,	<ul style="list-style-type: none"> • Rubric
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main idea.	and audience in student's writing.	<ul style="list-style-type: none"> • Checklist • Writer's Workshop sample
B. Write using content appropriate for the topic.	<ul style="list-style-type: none"> • Gather and organize information. • Write a series of related sentences with one central idea. • Incorporate details relevant and appropriate to the topic. 	<ul style="list-style-type: none"> • Rubric • Checklist • Teacher editing • Peer editing • Writer's Workshop sample
C. Write with a recognizable organization.	<ul style="list-style-type: none"> • Use a beginning, middle, and end). • Sustain a sequence of events in chronological order using key words (e.g., first, next, then, finally). 	<ul style="list-style-type: none"> • Rubric • Checklist • Teacher editing • Peer editing • Writer's Workshop sample
D. Write with an awareness of personal style.	<ul style="list-style-type: none"> • Experiment with sentences of differing lengths. • Use descriptive words and action verbs. 	<ul style="list-style-type: none"> • Rubric • Checklist • Writer's Workshop sample
E. Revise writing to improve detail and order.	Identify missing information and determine if ideas follows sequentially with teacher assistance.	<ul style="list-style-type: none"> • Rubric • Checklist • Writer's Workshop sample
F. Edit writing using the conventions of language.	<ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly (first word in sentences, "I," and names of people and places). • Use proper end punctuation (period, question mark, and exclamation point). 	<ul style="list-style-type: none"> • Checklist • Rubric • Writer's Workshop sample

	<ul style="list-style-type: none"> • Use nouns, pronouns, verbs, and adjectives properly. • Use complete sentences. 	
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G. Present and/or orally defend written work for publication when appropriate.	Read orally and explain.	<ul style="list-style-type: none"> • Teacher observation
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H. Review and develop cursive handwriting skills.	<ul style="list-style-type: none"> • Stress form, size, slant, rhythm, control, fluency, spacing, and joining of consecutive letters. • Apply handwriting skills to write legibly in daily work. 	<ul style="list-style-type: none"> • Writing samples • Discussion • Worksheets
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Strand: Reading, Writing, Speaking, and Listening

Standard: 1.6 Speaking and Listening

Grade: 2

A. Listen to others.	<ul style="list-style-type: none"> • Ask related questions. • Recognize facts and opinions. 	<ul style="list-style-type: none"> • Teacher observation
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B. Listen to a selection of literature (fiction and/or nonfiction), and relate it to similar experiences.	<ul style="list-style-type: none"> • Predict what will happen next. • Retell beginning, middle, and end. • Identify characters' feelings and new words and concepts. 	<ul style="list-style-type: none"> • Teacher observation • Worksheets
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C. Speak using appropriate speech skills.	<ul style="list-style-type: none"> • Use complete thoughts. • Use appropriate volume and pace. • Pronounce most words correctly. • Make eye contact. 	<ul style="list-style-type: none"> • Teacher observation
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D. Contribute to discussions.	<ul style="list-style-type: none"> • Ask appropriate questions to gain 	<ul style="list-style-type: none"> • Teacher observation
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	<p>information, clarify thinking, and understand others.</p> <ul style="list-style-type: none"> • Respond with appropriate information or opinions to questions asked. • Listen to the contributions of others. • Display appropriate turn-taking behaviors. • Provide information. • Express personal needs, choices, plans, experiences, ideas, feelings, and points of view. 	
E. Participate in small and large group discussions and presentations.	<ul style="list-style-type: none"> • Participate in everyday conversation. • Give oral readings. • Deliver short reports (e.g., show and tell, summary of an activity). • Give simple directions and explanations. • Report an emergency. 	<ul style="list-style-type: none"> • Teacher observation • Project • Class observation
F. Use media for learning purposes.	<ul style="list-style-type: none"> • Recognize the importance of television, radio, film, and Internet in the lives of people. • Recognize that advertising sells products. • Identify what was learned. 	<ul style="list-style-type: none"> • Projects • Teacher observation

Strand: Reading, Writing, Speaking, and Listening
Standard: 1.7 Characteristics and Functions of the English Language
Grade: 2

A. Recognize that some words from other languages are commonly used English words.	Identify words from other languages that are commonly used English words.	<ul style="list-style-type: none"> • Teacher observation
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B. Identify variations in the dialogues of literary characters, and recognize that appropriate language varies according to setting.	Identify and recognize dialogues of characters and setting through reading and discussion.	<ul style="list-style-type: none"> • Workbooks • Discussion • Teacher observation • Project
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Strand: Reading, Writing, Speaking, and Listening
Standard: 1.8 Research
Grade: 2

A. Discuss topics of interest, and select a topic for research.	Select a topic for research.	<ul style="list-style-type: none"> • Projects • Discussion
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B. Locate information using appropriate sources and strategies.	<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. • Use traditional and electronic search tools. 	<ul style="list-style-type: none"> • Projects • Workbook • Tests
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C. Organize and present main ideas from the research.	<ul style="list-style-type: none"> • Take notes from sources using a structured format. • Summarize orally or in writing the main ideas. 	<ul style="list-style-type: none"> • Teacher observation • Checklist • Rubric
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District Recommended Instructional Approach For the Course
To Drive Teacher's Instructional Activities

- Whole group instruction
- Small group instruction
- Flexible groups
- Cooperative groups
- Peer revising and editing
- Writing workshop
- Teacher and peer conferencing
- Games
- Projects
- Creative activities
- Class discussion
- Modeling process
- Direct instruction
- Self-reflection
- Newspapers (used in literacy activities)
- Caught' yas (required)
- Writer's Workshop (required)