

Seneca Valley School District

ELA Curriculum

Grade 2

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Links and documents to support the ELA Curriculum Document

The Pennsylvania Department of Education publishes the **Standards Aligned System (SAS)** website to provide resources to school districts across the state. <http://www.pdesas.org> This site is utilized by the curriculum committee to access documents in the process of creating the Seneca Valley curriculum document.

Multiple documents have been utilized to create the Seneca Valley Curriculum Documents including:

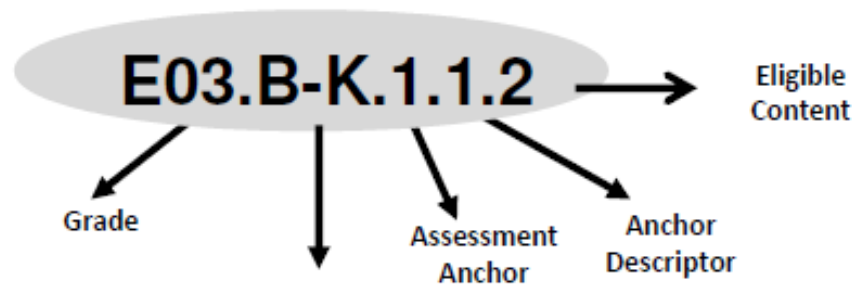
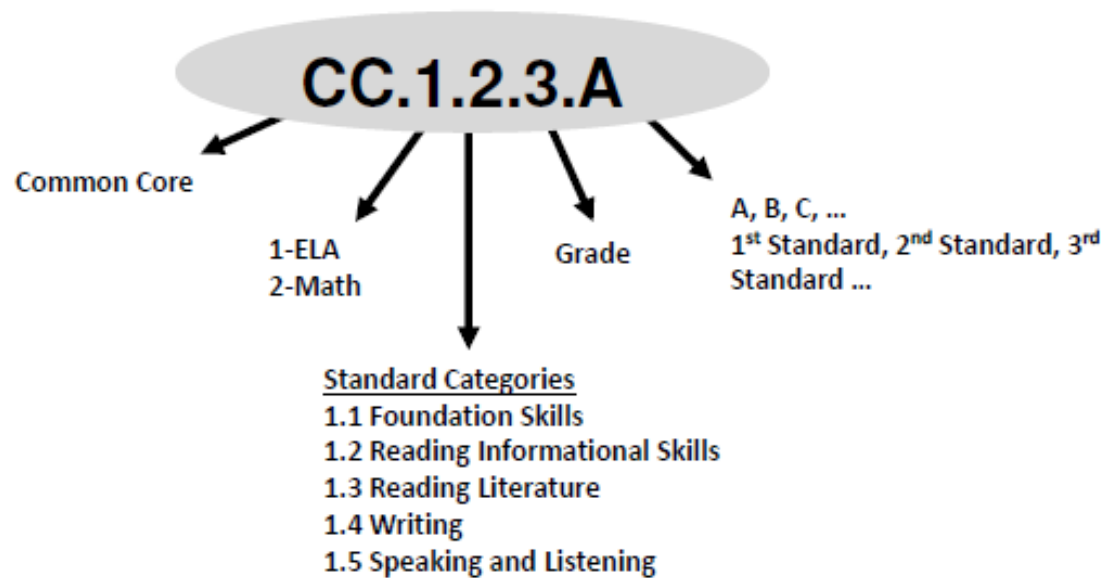
Pennsylvania Core Standards - This link will take you directly to the state PA Core Standards from which our documents are based upon. In addition, page 2 of the document provides an introduction to the five standard categories. <http://www.pdesas.org/Standard/PACore>

PA Core Curriculum Framework – This link will take you the framework developed by the state. You can select a subject/grade level and search by standard and grade level. This link will be helpful to dig deeper into the standards and view long term transfer goals, essential questions and concepts.

<http://www.pdesas.org/CurriculumFramework/PAC/>

ELA Assessment Anchors and Eligible Content – This link will take you ELA Assessment Anchors and Eligible Content for grades 3 – 8 as well as Literature and English Composition Assessment. (Please choose from the links listed in blue on the left side of the screen.) <http://www.pdesas.org/Standard/PACore>

Understanding the Organization of the PA Common Core Standards



Reporting Categories

- A = Literature Text
- B = Informational Text
- A-K and B-K = Key Ideas and Details
- A-C and B-C = Craft and Structure/Integration of Knowledge and Ideas
- A-V and B-V = Vocabulary Acquisition and Use
- C = Writing
- D = Language

<p>STANDARD CATEGORY 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.</p>	
<p>GRADE LEVEL STANDARD CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	
<p>ASSESSMENT ANCHOR-The Assessment Anchors represent categories of subject matter (skills and concepts) that anchor the content of the PSSA. Each Assessment Anchor is part of a Reporting Category and has one or more Anchor Descriptors unified under and aligned to it. E03.B-K.1 Key Ideas and Details</p>	
<p>ANCHOR DESCRIPTOR-The Anchor Descriptor adds a level of specificity to the content covered by the Assessment Anchor. Each Anchor Descriptor is part of an Assessment Anchor and has one or more Eligible Content unified under and aligned to it. E03.B-K.1.1 Key Ideas and Details Demonstrate the understanding of key ideas and details in informational texts.</p>	<p>ELIGIBLE CONTENT-The Eligible Content is the most specific description of the skills and concepts assessed on the PSSA. This level is considered the assessment limit and helps educators identify the range of the content covered on the PSSA. E03.B-K.1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>

Seneca Valley School District **Grade Two Language Arts Curriculum**

10-15-14 Elizabeth Cavicchia, Monica Dorsch, Kathryn Kummer, Robin Clay, Mary Rose Paterson, Rebecca Studds

Foundational Skills 1.1

Overall Learning Focus

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. These foundational skills are not an end in and of themselves; rather, students apply them as effective readers.

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.		

Essential Questions

Phonics and Word Recognition

- What do you do when you come to an unknown word?
- What different strategies can you use to figure out the word?
- Why is it important to be able to read words correctly?
- How did thinking about what you already know help you to figure out the unknown word?

Fluency

- What does a fluent reader sound like?

- Why is it important to read fluently and with expression?
- Why is it important to read every day?

Reading Informational Texts 1.2

Overall Learning Focus

Students read, understand, and respond to informational text ~ with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

PA Core Standards		
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<p>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.</p> <p>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.</p> <p>CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.</p>	<ul style="list-style-type: none"> • 	
<p>CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.</p> <p>CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.</p>	<ul style="list-style-type: none"> • 	

<p>CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.</p> <p>CC.1.2.2.H Describe how reasons support specific points the author makes in a text.</p> <p>CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.</p>	<ul style="list-style-type: none"> • 	
<p>CC.1.2.2.J Acquire and use grade-appropriate conversational, general academic and domain-specific words and phrases.</p> <p>CC.1.2.2.K Determine or clarify the meaning of multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.</p>	<ul style="list-style-type: none"> • 	
<p>CC.1.2.2.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	<ul style="list-style-type: none"> • 	

Essential Questions

Key Ideas, Details

Main ideas

- What does the author want you to learn from this text?
- What is the big idea or overall message?
- What strategies can you use to determine the main idea of a text?
- What details in the text support your main idea?
- How can determining the details help you to figure out the big message?
- How can asking questions help you to determine the main idea and supporting details?
- What is the big idea of learning from this text?
- How is a big idea or topic different from a summary?
- What are notes? How do you decide what notes to write?
- What strategies help you write a summary?
- How do you determine what is important for your summary?

Text Analysis

- What questions can you ask to help you figure out the main idea and supporting details in a text?
- How can making connections help you to answer questions about the text?
- How can making connections help you to determine cause and effect between events in a nonfiction text?
- How do the details support the main idea?
- Why is it important to pay close attention to details?

Craft and Structure

Text Structure

- What has the author done to draw your attention to what is important in the text?
- What are some important text features that help you learn from the text?
- Why is it important to pay close attention to text features?
- How do you use text features to read for information?

Vocabulary

- Why is it important for you to understand the meaning of important words in the text?
- What strategies can help you to find meaning from unknown words as you read?

Integration of Knowledge and Ideas

Diverse Media

- How can you use illustrations and other visual pictures to help you to learn information from the text?
- How can illustrations help you to determine what is important from the text?

Evaluating Arguments

- What is the author's purpose in the text?
- What strategies can you use to identify the author's purpose?
- Why is it important to determine the author's purpose?
- What evidence or clues in the text help you to know the author's purpose?

Analysis Across Texts

- Why is it important to read several books on the same topic?
- How can making connections between books help you to learn?
- What strategies can you use to compare information between texts on the same topic?

Vocabulary Acquisition and Use

- How can you use different informational resources to help you determine the meaning of new words and phrases?
- How does reading several sentences help you to gain an understanding of new words and phrases in nonfiction text?
- What strategies can you use to make meaning of unknown words?
- How can you use the prefix or suffix of a word to help you to learn the meaning of the word?

Range of Reading

- What is comprehension?
- How do you know if the text makes sense?
- Why is it important for you to monitor for understanding?
- What strategies can you use to repair your understanding?
- Why is it important to read every day?

Reading Literature 1.3 ***Overall Learning Focus***

Students read and respond to works of literature ~ with emphasis on comprehension, vocabulary acquisition, making connections among ideas and between texts with focus on textual evidence.

PA Core Standards		
<p>CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.</p> <p>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.</p> <p>CC.1.3.2.C Describe how characters in a story respond to major events and challenges.</p>	<ul style="list-style-type: none"> • 	
<p>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.</p> <p>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.</p> <p>CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</p>	<ul style="list-style-type: none"> • 	

<p>CC.1.3.2.G Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</p> <p>CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different cultures.</p>	<ul style="list-style-type: none"> • 	
<p>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.</p> <p>CC.1.3.2.J Acquire and use grade- appropriate conversational, general academic, and domain- specific words and phrases.</p>	<ul style="list-style-type: none"> • 	
<p>CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.</p>	<ul style="list-style-type: none"> • 	

Essential Questions

Key Ideas and Details

Theme

- What does the author want you to learn from this text?
- What was the central message or lesson to learn?
- What strategies can you use to determine the central message of a text?
- What evidence or events in the text helped you to determine the central message?
- How can determining the details help you to figure out the big message?
- How can asking questions help you to determine the main idea and supporting details?

Text Analysis

- What questions can you ask to help you figure out the central message in the text?
- How can asking and answering questions help you when reading?
- How can making connections help you to figure out the moral of the story?
- How can making connections help you to determine cause and effect between events in the text?

Literary Elements

- What are the story elements?
- Why is it important to identify the story elements?
- How do you determine the main characters in the story?
- What strategies can you use to know what the characters are feeling and doing in the story?
- How does making connections with the characters help you to understand what is happening in the story?

Craft and Structure

Point of View

- How do you determine who is telling the story?

- How does reading aloud with different voices help you to understand the characters?
- Why is it important to get to know the characters in the story?

Text Structure

- How can making connections while you read a story help you to deepen your understanding of the text?

Vocabulary

- How can visualizing help you to understand the text?
- What descriptive words help you to visualize?
- How can rhyming words and alliteration help you to gain meaning from the text?

Integration of Knowledge and Ideas

Sources of Information

- How can you use illustrations and other visual pictures to help you understand the meaning of the text?
- How can illustrations and pictures help you to understand the story elements in the text?
- What strategies can you use to interpret the illustrations in a story?

Text Analysis

- Why is it important to read several versions of the same story?
- How can making connections between stories help you to gain a deeper understanding of the meaning of the story?
- What strategies can you use to compare different versions of the same story?
- Why do you use schema to make connections while you read?

Vocabulary Acquisition and Use

Strategies

- How does reading several sentences help you to gain an understanding of new words and phrases in the story?
- What strategies can you use to make meaning of unknown words?
- How can you use the prefix or suffix of a word to help you to learn the meaning of the word?
- Why is it important to use words that are related to the culture of the story when describing the text?

Range of Reading

- What strategies help you to read grade level stories?
- Why is it important to read stories every day?

Writing 1.4

Overall Learning Focus

Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

PA Core Standards		
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Informative/Explanatory

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.

Opinion/Argumentative

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.

Narrative

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

Write narrative pieces for a variety of purposes and audiences.

Focus

- Write narrative pieces focusing on a specific topic and characters.

Content

- Write narrative pieces that include details that describe actions, thoughts, and feelings.

Organization

- Organize a narrative writing piece with an introduction, body, and conclusion using temporal words.

Style

- Use content appropriate vocabulary and word choice in a narrative writing piece.

- Personal Narrative
- Character Sketch
- Personal Stories
- Literary Fiction
- Original Folktales; Fairy Tales
- Sequels
- Alternate Endings
- Poetry
- Personal Reflections
- Historical Fiction
- Fantasy
- Cartoon Strips
- Dialogue Writing
- Narrative Memoir
- Narrative Nonfiction
- *Reading Response Journals*
- *Science Notebooks*
- *Math Journals*

Essential Questions

- What is a good beginning sentence that will capture your reader's attention?
- What feelings do you want your readers to have from your narrative?
- How can you convince your readers to think and feel a certain way?
- How can adjectives help your reader to know what the character is thinking?
- How can you make your character come alive in your writing?
- What can you do when something you are writing does not make sense?
- Why is it important to read your narrative writing several times to yourself?
- Why is it important to edit and revise your writing?
- How can visualizing and making connections help your readers understand your story? Or your character?
- How can we write with purpose and meaning?
- How can peers help you to edit? Why is peer editing important?
- How would you describe the main character in your writing?
- How is your personal narrative like a good book that you read?
- Why are story elements important in your writing? What will be the plot of your story? What will be the problem?
- What type of transition words are you using in your writing to help guide your readers through the parts of your story?
- How do transition words help your reader visualize and make connections through your story?
- How can you learn from famous authors? How does reading books help you become a better writer?
- How do you want your story to end? Why is ending a story with purpose important?
- Why is it important to plan before you write? How can a graphic organizer help you to plan?
- How can you "unfreeze" your characters with movement and dialogue?
- How can interesting verbs bring your characters to life?
- How do commas help your reader understand the fluency of your writing?
- How can dialogue help your readers understand your story and bring your characters to life?
- What is the importance of using end punctuation in your writing?
- How can adding interesting features to the text like all capitals on the word "AMAZING" help bring your story to life?
- How can the use of exclamation and question sentences add feeling and mood to your writing?
- How can adding animated words and phrases help make your characters or story come alive?
- How can illustrations help to communicate your thoughts into words? How do famous illustrators support the author of a book?

<p>CC.1.4.2.F <u>Informative/Explanatory</u> CC.1.4.2.L <u>Opinion/Argumentative</u> CC.1.4.2.R <u>Narrative</u></p> <p>Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <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. 	<p style="text-align: center;"><u>Conventions of Language</u></p> <ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes. • Spell words drawing on common spelling patterns. • Consult reference materials as needed.
<p>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.</p> <p>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.</p> <p>CC.1.4.2.V Participate in individual or shared research and writing projects.</p> <p>CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question.</p> <p>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.</p>	<p>Production and Distribution of Writing <i>Writing Process</i></p> <ul style="list-style-type: none"> • Write, edit, revise, and publish pieces that identify a topic, inform the reader with appropriate detail and content, and contain a concluding statement. <p>Technology and Publication</p> <ul style="list-style-type: none"> • Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <p>Conducting Research</p> <ul style="list-style-type: none"> • Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. <p>Credibility, Reliability, and Validity of Sources</p> <ul style="list-style-type: none"> • Gather relevant information from multiple print and digital sources, access the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. <p>Range of Writing</p> <ul style="list-style-type: none"> • Write routinely over extended and short time frames, for a variety of reasons and audiences.

Speaking and Listening Standards 1.5

(To be embedded throughout the other four standards)

Overall Learning Focus

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. “Listen, Think, Respond”

PA Core Standards	
<p>CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.</p> <p>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.</p> <p>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.</p> <p>CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <p>CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> <p>CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.</p> <p>CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.</p>	

Suggested Resources to Support Learning

- Houghton Mifflin Anthology Series
- *The Primary Comprehension Toolkit* Harvey and Goudvis
- *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*
Words Their Way: Word Sorts for Letter Name - Alphabetic Spellers Johnston, Invernizzi, Bear, and Templeton; *Words Their Way: Word Sorts for Within Word Pattern Spellers* Invernizzi, Johnston, Bear, and Templeton
- *Units of Study in Opinion, Information, and Narrative Writing: Resources for Teaching Writing* Lucy Calkins
- ELA Assessments; Running Records
- www.readinga-z.com ; www.readworks.org
- *Scholastic News*; *Time for Kids*; *Ranger Rick*; *National Geographic Young Explorer!*
- Authentic Text Ideas: Trade Books; Textbooks; Dictionaries; Thesaurus; Encyclopedias; Resource Books; Poetry; Photographs; Postcards; Menus; Pamphlets; Cookbooks; Labels; Cereal Boxes; Wordless Books; Timelines; Graphs; Charts; Diagrams; Maps
- High Level Metacognitive Thinking and Reading Comprehension Strategies Information

- *Mosaic of Thought: The Power of Comprehension Strategy Instruction* Keene and Zimmermann
- *Strategies That Work In Pictures and Words: Teaching the Qualities of Good Writing Through Illustration*
- *Strategies That Work: Teaching Comprehension for Understanding and Engagement* Harvey and Goudvis
- *Preventing Misguided Reading: New Strategies for Guided Reading Teachers* Burkins and Croft
- *Reading Essentials: The Specifics You Need to Teach Reading Well* Regie Routman
- *Checking for Understanding: Formative Assessment Techniques for Your Classroom* Fisher and Frey
- *Pathways to the Common Core: Accelerating Achievement* Calkins, Ehrenworth, and Lehman