

**CARLISLE AREA SCHOOL DISTRICT**  
**Carlisle, PA 17013**

**LANGUAGE ARTS**

**GRADE 2**

Date of Board Approval: October 20, 2011

# CARLISLE AREA SCHOOL DISTRICT PLANNED INSTRUCTION COVER PAGE

Title of Course: Language Arts Subject Area: Language Arts Grade Level: Second

Course Length: (Semester/Year): Year Duration: 120 Minutes Frequency: Daily

Prerequisites: Not Applicable Credit: Not Applicable Level: Not Applicable

**Course Description/Objectives:** The district shall provide for attainment of the academic standards per Chapter 4, Section 4.12. Each student shall demonstrate proficiency in the following areas: reading independently including: purposes for reading, word recognition skills, vocabulary development, comprehension and interpretation, and fluency; reading, analyzing and interpreting text including: text organization, fact and opinion, essential and non-essential information, inferences, text analysis and evaluation; reading, analyzing and interpreting text in fiction and non-fiction including: literacy genres, literacy elements and literary devices; types of writing including: narrative, information and persuasive; quality of writing including: focus, content, organization, style, editing and conventions; speaking and listening including: listening skills and discussion and speaking skills and presentation; characteristics and functions of the English language including: formal and informal language; and research including: inquiry-based processes, location of information and citing of sources, and organization and production of a final product.

**Major Text(s)/Resources:** Houghton Mifflin Reading: Legacy of Literacy, 2001

## Curriculum Writing Committee:

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<b>Unit: Metacognitive Thinking Strategies</b>	<b>Subject Area: Reading</b>	<b>Grade: 2</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
1.1A Identify the author’s purpose and type, using grade level text.	<ul style="list-style-type: none"> <li>Define author’s purpose as the ability to identify why the author wrote the text.</li> <li>Identify an author’s purpose as to inform, persuade and/or to entertain.</li> </ul>	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE
1.1A Identify the author’s purpose and type, using grade level text.	<ul style="list-style-type: none"> <li>Identify an author’s purpose as: to inform, to persuade or to entertain.</li> </ul>	
1.1B Use word recognition techniques.	<ul style="list-style-type: none"> <li>Identify short vowels: a, e, i, u.</li> <li>Identify diagraphs: th, wh, sh, ph, ch, tch.</li> <li>Associate sound with spelling.</li> </ul>	
1.1B Use word recognition techniques.	<ul style="list-style-type: none"> <li>Independently read and write words.</li> <li>Apply phonics knowledge to make new words.</li> <li>Sort words by spelling pattern.</li> </ul>	
1.1B Use word recognition techniques.	<ul style="list-style-type: none"> <li>Understand that proficient readers use and apply phonics skills to decode, read and write words.</li> </ul>	

<b>Unit: Metacognitive Thinking Strategies</b>	<b>Subject Area: Reading</b>	<b>Grade: 2</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level text.	<ul style="list-style-type: none"> <li>Define metacognition is thinking about my thinking.</li> <li>Understand that proficient readers use metacognitive thinking strategies to comprehend what they read.</li> </ul>	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level text.	<ul style="list-style-type: none"> <li>Identify the seven metacognitive thinking strategies as: making connections, visualizing, making an inference, monitoring understanding, summarizing, questioning and synthesizing.</li> </ul>	
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level text.	<ul style="list-style-type: none"> <li>Use metacognitive thinking strategies to comprehend what you read.</li> <li>Use the seven metacognitive thinking strategies when talking or writing about text.</li> </ul>	
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level text.	<ul style="list-style-type: none"> <li>Define making connections as the ability to relate a text, to something in your life, to another text, or to the world.</li> <li>Make text-to-self, text-to-text, text-to-world connections.</li> </ul>	
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level text.	<ul style="list-style-type: none"> <li>Define visualizing as the ability to create a picture in your head while reading text.</li> <li>Create or illustrate a picture while reading a text.</li> </ul>	

<b>Unit: Metacognitive Thinking Strategies</b>	<b>Subject Area: Reading</b>	<b>Grade: 2</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level text.	<ul style="list-style-type: none"> <li>Define inferencing as the ability to make predictions using text clues and what you already know.</li> <li>Predict and infer based on text clues and what you already know.</li> </ul>	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level text.	<ul style="list-style-type: none"> <li>Define monitoring understanding as the ability to decode and consistently check for meaning while reading a text.</li> </ul>	
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level text.	<ul style="list-style-type: none"> <li>Decode and consistently check for meaning while reading a text.</li> </ul>	
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level text.	<ul style="list-style-type: none"> <li>Define summarizing as the ability to state the most important information from the text.</li> </ul>	
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level text.	<ul style="list-style-type: none"> <li>State and write the most important information from the text.</li> </ul>	

Unit: Metacognitive Thinking Strategies	Subject Area: Reading	Grade: 2
PA Academic Standards	Performance Indicators	Assessments
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level text.	<ul style="list-style-type: none"> <li>Define questioning as the ability to ask and answer a variety of questions to understand the text.</li> </ul>	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level text.	<ul style="list-style-type: none"> <li>Develop and answer a variety of questions before, during and after reading.</li> </ul>	
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level text.	<ul style="list-style-type: none"> <li>Define synthesizing as the ability to use all the thinking strategies to make meaning from a text.</li> <li>Synthesize the text to gain meaning.</li> </ul>	

<b>Unit: Elements of Fiction</b>	<b>Subject Area: Reading</b>	<b>Grade: 2</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
1.1B Use word recognition techniques.	<ul style="list-style-type: none"> <li>Understand that proficient readers apply phonics skills to decode, read and write words.</li> <li>Apply phonics knowledge to build new words.</li> </ul>	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE
1.1B Use word recognition techniques.	<ul style="list-style-type: none"> <li>Independently read and write words.</li> <li>Associate sound with spelling.</li> <li>Identify long vowels.</li> <li>Sort words by spelling pattern.</li> <li>Identify and read words with v-c-e pattern: ai, ay/ee, ea/ow, ao/y/ie.</li> </ul>	
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level text.	<ul style="list-style-type: none"> <li>Respond to text using: parts of the question (POQ), text support and conclusion.</li> <li>Understand that proficient readers use story elements to understand works of fiction.</li> </ul>	
1.2E Read, understand, and respond to essential content of text in all academic areas.	<ul style="list-style-type: none"> <li>Write a fictional summary using story elements.</li> </ul>	
1.2E Read, understand, and respond to essential content of text in all academic areas.	<ul style="list-style-type: none"> <li>Write a personal response to a text selection.</li> </ul>	

<b>Unit: Elements of Fiction</b>	<b>Subject Area: Reading</b>	<b>Grade: 2</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
1.2E Read, understand, and respond to essential content of text in all academic areas.	<ul style="list-style-type: none"> <li>• Compare and contrast two fictional stories using the characters, setting, and plot.</li> </ul>	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE
1.2E Read, understand, and respond to essential content of text in all academic areas.	<ul style="list-style-type: none"> <li>• Compare and contrast a play and a story.</li> </ul>	
1.3A Read, understand, and respond to works from various genre of literature.	<ul style="list-style-type: none"> <li>• Read and listen to a variety of genres.</li> </ul>	
1.3B Recognize and identify different types of genres such as poetry, drama, and fiction.	<ul style="list-style-type: none"> <li>• Identify the structures of a play as dialogue, scenes and stage directions.</li> </ul>	
1.3C Identify literary elements.	<ul style="list-style-type: none"> <li>• Define the story elements as characters, setting, and plot.</li> <li>• Identify the characters, setting, and plot of a story.</li> <li>• Define the plot as including the problem, turning point and solution.</li> </ul>	



Unit: Elements of Fiction	Subject Area: Reading	Grade: 2
PA Academic Standards	Performance Indicators	Assessments
1.3C Identify literary elements.	<ul style="list-style-type: none"> <li>• After reading, identify the problem, turning point and solution.</li> </ul>	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency
1.3C Identify literary elements.	<ul style="list-style-type: none"> <li>• Define characterization as how an author reveals characters and their character traits.</li> <li>• Analyze a character.</li> </ul>	Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS
1.6A Listen critically and respond to others in small and large group situations. Respond with grade level appropriate questions, ideas, information, or opinions.	<ul style="list-style-type: none"> <li>• Orally summarize a story using story elements.</li> </ul>	DRA GRADE

<b>Unit: Text Organization</b>	<b>Subject Area: Reading</b>	<b>Grade: 2</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
1.1B Use word recognition techniques.	<ul style="list-style-type: none"> <li>Understand that proficient readers use and apply phonics skills to decode, read and write words.</li> </ul>	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE
1.1B Use word recognition techniques.	<ul style="list-style-type: none"> <li>Identify consonant clusters with r, l, s and scr, spr, squ, spl, str, tw.</li> <li>Identify sounds for c and g: ge, gi, gy, ci, ce, cy and gu.</li> </ul>	
1.1B Use word recognition techniques.	<ul style="list-style-type: none"> <li>Identify end consonant clusters: ll, ss, gg, ff, zz, x, ve and ck.</li> <li>Identify end consonant clusters: nd, nt, ng, nk, lf, lt and lk.</li> </ul>	
1.1B Use word recognition techniques.	<ul style="list-style-type: none"> <li>Make and separate contractions.</li> <li>Make and separate compound words.</li> <li>Identify meanings of multiple meaning words.</li> <li>Sort words by spelling patterns.</li> </ul>	
1.1B Use word recognition techniques.	<ul style="list-style-type: none"> <li>Use homophones correctly in writing.</li> <li>Apply phonics knowledge to build new words.</li> <li>Read and write words independently.</li> <li>Associate sound with spelling.</li> </ul>	

<b>Unit: Text Organization</b>	<b>Subject Area: Reading</b>	<b>Grade: 2</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
1.2A Use text organization and content to derive meaning from text using criteria.	<ul style="list-style-type: none"> <li>Identify text features: table of contents, glossary, headings, captions, and graphics.</li> <li>Use text features to gain additional information in a non-fiction text.</li> </ul>	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE
1.2A Use text organization and content to derive meaning from text using criteria.	<ul style="list-style-type: none"> <li>Recognize that text can be organized by: sequence of events, cause and effect, compare and contrast, problem and solution, and question and answer.</li> </ul>	
1.2A Use text organization and content to derive meaning from text using criteria.	<ul style="list-style-type: none"> <li>Use signal words to recognize the text organization as: sequence of events, cause and effect, compare and contrast, problem and solution, and question and answer.</li> </ul>	
1.2A Use text organization and content to derive meaning from text using criteria.	<ul style="list-style-type: none"> <li>Define sequence of events as organizing a text to show order.</li> <li>Sequence events from a text in order.</li> </ul>	
1.2A Use text organization and content to derive meaning from text using criteria.	<ul style="list-style-type: none"> <li>Define cause and effect as organizing text to show the relationship between what happens and why it happens.</li> </ul>	

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<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
1.2A Use text organization and content to derive meaning from text using criteria.	<ul style="list-style-type: none"> <li>• Find cause and effect relationships in a text.</li> <li>• Define compare and contrast as organizing text to shows how things are alike and different.</li> </ul>	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE
1.2A Use text organization and content to derive meaning from text using criteria.	<ul style="list-style-type: none"> <li>• Locate information in a text to compare and contrast.</li> </ul>	
1.2A Use text organization and content to derive meaning from text using criteria.	<ul style="list-style-type: none"> <li>• Define problem and solution as organizing text by identifying a problem and offering a solution.</li> </ul>	
1.2A Use text organization and content to derive meaning from text using criteria.	<ul style="list-style-type: none"> <li>• Identify a problem and solution in a text.</li> </ul>	
1.2A Use text organization and content to derive meaning from text using criteria.	<ul style="list-style-type: none"> <li>• Define question and answer as organizing text by asking a question and providing information to answer it.</li> </ul>	

<b>Unit: Text Organization</b>	<b>Subject Area: Reading</b>	<b>Grade: 2</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
1.2A Use text organization and content to derive meaning from text using criteria.	<ul style="list-style-type: none"> <li>Identify questions and find answers within a text.</li> </ul>	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE
1.2A Use text organization and content to derive meaning from text using criteria.	<ul style="list-style-type: none"> <li>Write an informational piece using one of the following types of text organizations: sequence of event, cause and effect, compare and contrast, problem and solution, question and answer.</li> </ul>	
1.2A Use text organization and content to derive meaning from text using criteria.	<ul style="list-style-type: none"> <li>Understand that proficient readers use text organization to understand a text.</li> </ul>	

Unit: Inference, Conclusions, Generalizations	Subject Area: Reading	Grade: 2
PA Academic Standards	Performance Indicators	Assessments
1.1B Use word recognition techniques.	<ul style="list-style-type: none"> <li>Apply phonics knowledge to make additional words.</li> <li>Independently read and write words.</li> <li>Sort words by spelling patterns.</li> </ul>	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE
1.1B Use word recognition techniques.	<ul style="list-style-type: none"> <li>Associate sound with spelling.</li> <li>Identify, pronounce and spell vowel pairs correctly: ou and ow; oo, ew, ou, ue; oi and oy; au and aw.</li> </ul>	
1.2D Make inferences from text when studying a topic and draw conclusions, citing evidence from the text to support answers.	<ul style="list-style-type: none"> <li>Define making an inference as the ability to use text clues combined with what you know to understand the author's ideas.</li> </ul>	
1.2D Make inferences from text when studying a topic and draw conclusions, citing evidence from the text to support answers.	<ul style="list-style-type: none"> <li>Use text clues and what you know to make an inference.</li> </ul>	
1.2D Make inferences from text when studying a topic and draw conclusions, citing evidence from the text to support answers.	<ul style="list-style-type: none"> <li>Define drawing conclusions as the ability to take only text details to correctly understand the author's ideas.</li> </ul>	

<b>Unit: Inference, Conclusions, Generalizations</b>		<b>Subject Area: Reading</b>	<b>Grade: 2</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
1.2D Make inferences from text when studying a topic and draw conclusions, citing evidence from the text to support answers.	<ul style="list-style-type: none"> <li>Use only text clues to draw a conclusion about the author’s ideas.</li> </ul>	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE	
1.2D Make inferences from text when studying a topic and draw conclusions, citing evidence from the text to support answers.	<ul style="list-style-type: none"> <li>Define making generalizations as the ability to make a broad statement that is true most of the time.</li> </ul>		
1.2D Make inferences from text when studying a topic and draw conclusions, citing evidence from the text to support answers.	<ul style="list-style-type: none"> <li>Identify and use clue words to make a generalization that is true most of the time (most, all, often, always, usually, generally).</li> </ul>		
1.2D Make inferences from text when studying a topic and draw conclusions, citing evidence from the text to support answers.	<ul style="list-style-type: none"> <li>Use conclusions to make a generalization.</li> <li>Explain in writing the process for making a generalization based on a passage: inference to conclusion to generalization.</li> </ul>		

Unit: Topic, Main Idea, Details	Subject Area: Reading	Grade: 2
PA Academic Standards	Performance Indicators	Assessments
1.1B Use word recognition techniques.	<ul style="list-style-type: none"> <li>• Identify, pronounce and spell silent consonants correctly: gh, kn, b, wr.</li> <li>• Apply phonics knowledge to make additional words.</li> <li>• Identify words with long i: igh, ight.</li> </ul>	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE
1.1B Use word recognition techniques.	<ul style="list-style-type: none"> <li>• Independently read and write words.</li> <li>• Associate sound with spelling.</li> <li>• Explain how prefixes and suffixes change the meaning of the root word.</li> </ul>	
1.1B Use word recognition techniques.	<ul style="list-style-type: none"> <li>• Identify the meaning of the word when prefixes un, re and pre are applied.</li> </ul>	
1.1B Use word recognition techniques.	<ul style="list-style-type: none"> <li>• Identify the meaning of the word when suffixes ly, ful, tion and ture are applied.</li> </ul>	
1.1B Use word recognition techniques.	<ul style="list-style-type: none"> <li>• Understand that proficient readers use and apply phonics skills to decode, read and write words.</li> <li>• Sort words by spelling patterns.</li> </ul>	



<b>Unit: Topic, Main Idea, Details</b>	<b>Subject Area: Reading</b>	<b>Grade: 2</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
1.2B Differentiate fact from opinion within a text.	<ul style="list-style-type: none"> <li>• Determine if a detail is a fact or an opinion.</li> <li>• Define fact as a statement that can be proven to be true.</li> <li>• Define opinion as what you think or feel.</li> </ul>	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE
1.2C Distinguish between essential and nonessential information within and across a variety of texts.	<ul style="list-style-type: none"> <li>• Define topic as the focus of a selection.</li> <li>• Define main idea as the central idea of a selection.</li> </ul>	
1.2C Distinguish between essential and nonessential information within and across a variety of texts.	<ul style="list-style-type: none"> <li>• Identify the main idea of the selection.</li> <li>• Understand the proficient readers identify main idea and detail to comprehend text.</li> </ul>	
1.2C Distinguish between essential and nonessential information within and across a variety of texts.	<ul style="list-style-type: none"> <li>• Define supporting details as facts, examples, or other small pieces of information that explain each main idea.</li> </ul>	
1.2C Distinguish between essential and nonessential information within and across a variety of texts.	<ul style="list-style-type: none"> <li>• Determine supporting details that explain the main ideas of the selection.</li> </ul>	

Unit: Topic, Main Idea, Details	Subject Area: Reading	Grade: 2
PA Academic Standards	Performance Indicators	Assessments
1.2C Distinguish between essential and nonessential information within and across a variety of texts.	<ul style="list-style-type: none"> <li>Identify the topic main ideas and supporting details of a selection.</li> </ul>	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE
1.2C Distinguish between essential and nonessential information within and across a variety of texts.	<ul style="list-style-type: none"> <li>Compare and contrast two non-fiction texts through main idea and details.</li> </ul>	
1.2C Distinguish between essential and nonessential information within and across a variety of texts. 1.2E Read, understand, and respond to essential content of text in all academic areas.	<ul style="list-style-type: none"> <li>Use main idea and details to write a non-fiction summary.</li> </ul>	

<b>Unit: Figurative Language</b>		<b>Subject Area: Reading</b>	<b>Grade: 2</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
1.1B Use word recognition techniques.	<ul style="list-style-type: none"> <li>• Understand that proficient readers use and apply phonics skills to decode, read and write words.</li> <li>• Apply phonics knowledge to make new words.</li> </ul>	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE	
1.1B Use word recognition techniques.	<ul style="list-style-type: none"> <li>• Independently read and write words.</li> <li>• Associate sound with spelling.</li> <li>• Identify le endings in two syllable words.</li> </ul>		
1.1B Use word recognition techniques.	<ul style="list-style-type: none"> <li>• Identify base words with er and est.</li> <li>• Identify base words with s, es, ies (nouns).</li> <li>• Identify and make words with or, ar, ore, er, ir, and ur spelling patterns.</li> </ul>		
1.1B Use word recognition techniques.	<ul style="list-style-type: none"> <li>• Sort words by spelling patterns.</li> </ul>		
1.3D Identify literary devices in selected readings.	<ul style="list-style-type: none"> <li>• Define rhyme as the recurring final sounds at the ends of lines usually in poems.</li> <li>• Define rhythm as the pattern or beat of a poem.</li> </ul>		

<b>Unit: Figurative Language</b>		<b>Subject Area: Reading</b>	<b>Grade: 2</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
1.3D Identify literary devices in selected readings.	<ul style="list-style-type: none"> <li>Identify rhythm and rhyme in a piece of text.</li> <li>Write a set of rhyming lines.</li> <li>Understand the proficient readers can recognize figurative language in text.</li> </ul>	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE	
1.3D Identify literary devices in selected readings.	<ul style="list-style-type: none"> <li>Define onomatopoeia as a word whose sound expresses or suggests its meaning.</li> </ul>		
1.3D Identify literary devices in selected readings.	<ul style="list-style-type: none"> <li>Identify onomatopoeia in a piece of text.</li> <li>Create examples of onomatopoeia.</li> </ul>		
1.3D Identify literary devices in selected readings.	<ul style="list-style-type: none"> <li>When comparing and contrasting fiction and non-fiction text use the topic, author's purpose, organization, onomatopoeia, rhyme and rhythm.</li> </ul>		
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level text.	<ul style="list-style-type: none"> <li>Compare and contrast fiction and non-fiction texts through writing.</li> </ul>		

<b>Unit: Exaggeration</b>		<b>Subject Area: Reading</b>	<b>Grade: 2</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
1.1B Use word recognition techniques.	<ul style="list-style-type: none"> <li>Identify base words with ed and ing that double the final consonant.</li> <li>Identify base words with ed and ing that drop the final e.</li> </ul>	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE	
1.1B Use word recognition techniques.	<ul style="list-style-type: none"> <li>Associate sound with spelling.</li> <li>Sort words by spelling patterns.</li> <li>Apply phonic skills to decode, read and write words.</li> <li>Independently read and write words.</li> </ul>		
1.1B Use word recognition techniques.	<ul style="list-style-type: none"> <li>Apply phonics knowledge to build additional words.</li> <li>Understand that proficient readers use and apply phonics skills to decode, read and write words.</li> </ul>		
1.3C Identify literary elements in selected readings.	<ul style="list-style-type: none"> <li>Understand that proficient readers know when an author is using exaggeration in text.</li> </ul>		
1.3C Identify literary elements in selected readings.	<ul style="list-style-type: none"> <li>Define exaggeration as stretching the truth.</li> <li>Identify exaggeration in a text.</li> <li>Write examples of exaggeration.</li> </ul>		

<b>Unit: Research</b>		<b>Subject Area: Reading</b>	<b>Grade: 2</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
1.8A Follow an inquiry-based process in seeking knowledge.	<ul style="list-style-type: none"> <li>• Understand that research is an inquiry-based process.</li> <li>• Follow an inquiry-based process to seek knowledge of a topic.</li> </ul>	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE	
1.8A Follow an inquiry-based process in seeking knowledge.	<ul style="list-style-type: none"> <li>• Conduct research on a self-select topic or assigned topic using given sources.</li> </ul>		
1.8A Follow an inquiry-based process in seeking knowledge.	<ul style="list-style-type: none"> <li>• Know that an inquiry-based process includes: asking a questions, using reliable sources, organizing information, presenting information and citing sources.</li> </ul>		
1.8B Conduct inquiry and research on self-selected or assigned topics using specified sources and strategies.	<ul style="list-style-type: none"> <li>• Use available resources to conduct inquiry and/or research.</li> <li>• Know that research is a way to acquire knowledge about a topic.</li> </ul>		
1.8C Present the results of research, using appropriate visual aids and citing sources.	<ul style="list-style-type: none"> <li>• Present results of research using appropriate visual aides.</li> <li>• Cite sources used from research.</li> </ul>		

<b>Unit: Writing</b>		<b>Subject Area: Reading</b>	<b>Grade: 2</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
1.4A Write, dictate or illustrate descriptive poems and stories that include literary elements.	<ul style="list-style-type: none"> <li>Write narrative pieces: poems and stories.</li> </ul>	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE	
1.4B Write informational pieces using illustrations when relevant.	<ul style="list-style-type: none"> <li>Write information pieces: descriptions, reports and instructions.</li> </ul>		
1.5A Identify and write about one specific topic.	<ul style="list-style-type: none"> <li>Write to a prompt.</li> </ul>		
1.5C Organize writing in a logical order.	<ul style="list-style-type: none"> <li>Identify and use the steps in the writing process: prewriting, drafting, revising, editing and publishing.</li> </ul>		
1.5C Organize writing in a logical order.	<ul style="list-style-type: none"> <li>Use a variety of prewriting techniques such as: journal writing, graphic organizers, brainstorming and sharing ideas with others.</li> </ul>		

<b>Unit: Writing</b>		<b>Subject Area: Reading</b>	<b>Grade: 2</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>	
1.5C Organize writing in a logical order.	<ul style="list-style-type: none"> <li>Write with a focused set of sentences in a logical order: beginning, middle and end.</li> </ul>	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE	
1.5E Revise writing by adding details or missing information.	<ul style="list-style-type: none"> <li>Eliminate off-topic ideas, improve details and use logical sequence to revise writing.</li> </ul>		
1.5F Use grade appropriate conventions of language when writing and editing.	<ul style="list-style-type: none"> <li>Edit writing for mechanics and spelling.</li> </ul>		



<b>Unit: Grammar</b>	<b>Subject Area: Reading</b>	<b>Grade: 2</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessments</b>
1.5F Use grade appropriate conventions of language when writing and editing.	<ul style="list-style-type: none"> <li>• Capitalize proper nouns: holidays, places and famous people.</li> <li>• Use correct end punctuation: period, question mark and exclamation point.</li> </ul>	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA GRADE
1.5F Use grade appropriate conventions of language when writing and editing.	<ul style="list-style-type: none"> <li>• Identify and use parts of speech: singular and plural nouns, possessive nouns, verbs and adjectives.</li> <li>• Use correct punctuation; comma in a series and apostrophe for possessives.</li> </ul>	
1.5F Use grade appropriate conventions of language when writing and editing.	<ul style="list-style-type: none"> <li>• Write a complete sentence with subject and verb agreement.</li> <li>• Use appropriate sentence structure and subject/verb agreement for statements, questions, exclamations and commands.</li> </ul>	

## **Adaptations/Modifications for Students with I.E.P.s**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

### **SETTING**

- Preferential seating

### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

### **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)