East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 2nd Grade

Title: Foundational Skills	Course time prior to PSSA: Throughout school year
Overview/Big Ideas: Effective application of foundational skills builds an academic knowledge and understanding of language. (PA SAS)	ELL Differentiation: http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx#
Essential Questions: How can the knowledge of language help us to communicate and understand? (PA SAS)	Enrichment: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/
Core Academic Standards: ● www.pdesas.org/standards/standardsdownloads ● CC1.1.2.C, CC1.1.2.D, CC1.1.2.E, CC1.4.2.F, CC1.4.2.L, CC1.4.2.R	IEP/GIEP: Refer to specially designed instruction delineated in student's Individual Education Plan
Connecting to Other Standards: ISTE: www.iste.org/standards/nets-for-students.aspx Career and Work: http://www.pdesas.org/Standard/Views Content Area Standards: http://www.pdesas.org/Standard/Views	Remediation: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/

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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 2nd Grade

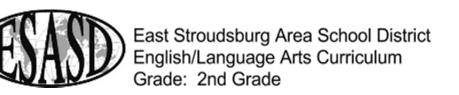| Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers	
Foundational Standards:CC1.1.2.C, CC1.1.2.D, CC1.1.2.E, CC1.4.2.F, CC1.4.2.L, CC1.4.2.R	Phonetic awareness Reading high frequency words Decoding/encoding skills Fluency	Word ladders	

Assessments Definitions:
Diagnostic: expanded screening, scored; not graded, DIBELS, NWEA
Formative: feedback, usually not graded, questions/answers, observations, conferences
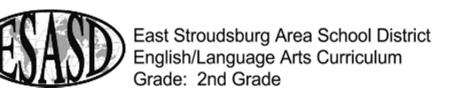Benchmark: District tests, DIBELS, NWEA
Summative: graded tests and assignments after concept is taught

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 2nd Grade

it Title: Foundational Skill
ntent Statement: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
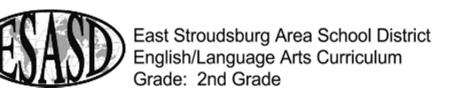**undational Skills**)

A Core ELA rade 2 andards	Unit Concepts- What students need to know	Unit Competencies- What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark Summative
1.1.2.C	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Distinguish long from short vowel sounds in spoken single-syllable words.	Students will: -count, pronounce, blend, segment syllables in spoken/written words. -orally produce single-syllable words, including digraphs and consonant blends.	vowel consonant syllable	-Multi Syllable Routines (MSR) (Introduction lessons and teacher manual scripted routines) -McGraw-Hill, Reading Wonders, Grade 2, 2014 -Florida Research (FCCR) http://www.fcrr.org/curriculum/studentCenterActivities23.shtm -West Virginia https://sites.google.com/a/wvde.k12.wv.us/reading-first-information/phonics-lessons	**Diagnostic:** -M/H Placement Benchmark -M/H Primary Spelling Inventory -DIBELS -NWEA **Formative:** -Spelling pre-test **-**class discussions -warm-ups, -word sorts/ families -closure or exit slip -quizzes -worksheets -journals -question & answer -conferences **Benchmark: -**Standardized testing (NWE **-**M/H End of Year Benchmark -DIBELS **Summative:** -Spelling tests -M/H Weekly Unit Assessments -teacher made tests and projects with rub -M/H reading running records

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Unit Title: Foundational Skills
Content Statement: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
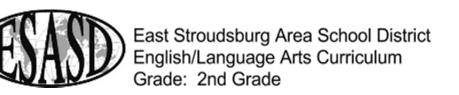(**Foundational Skills**)

PA Core ELA Grade 2 Standards	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark
1.1.2.D	Know and apply grade-level phonics and word analysis skills in decoding and encoding words. Read grade level sight words.	Students will: •distinguish long and short vowels when reading regularly spelled one-syllable words. •decode R controlled vowels •decode three consonant blends •decode consonant diagraphs •decode/encode one- and two-syllable, real and pseudo/make believe words, the following syllable types: closed (VC, CVC), Long Vowel silent e (CVCe), Open (CV), consonant -le	blends digraphs	•Reading Rockets http://www.readingrockets.org/strategies •Carl's Corner http://www.carlscorner.us.com • Florida Center for Reading Research http://www.fcrr.org McGraw-Hill, Professional Development Routine Handout, •Phonemic Awareness p.R5 •Phonics p.R17 •Spelling p.R50 M/H Teacher's Edition Unit 1-6	(see page 3; this column)

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Unit Title: Foundational Skills
Content Statement: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
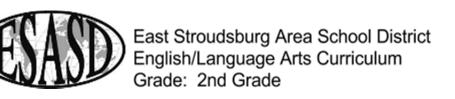(**Foundational Skills**)

PA Core ELA Grade 2 Standards	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments
continued (1.1.2.D)		Students will: •decode multi-syllable words with long and short vowels and words with common prefixes and suffixes. (re, un, dis, mis ful, less, ly, er/or •read grade-level sight words and words with inconsistent but common spelling-sound correspondences. •read compound words.	prefix suffix compound	•M/H Teacher's edition Units 1-6 •FCRR •PD-IRH	M/H WA: • prefix Unit2,W#1, Unit3,W#5 • suffix Unit2,W#2,#3, Unit5,W#1 • compounds Unit3,W#2, Unit4,W#1

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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 2nd Grade

Unit Title: Foundational Skills
Content Statement: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
(Foundational Skills)

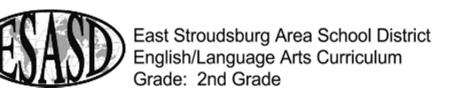| PA Core ELA Grade 2 Standards	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment

ntinued 1.1.2.D)		•read and encode contractions ·read and encode plurals and possessives	contractions plurals ownership possessives expression	FCRR Create contraction cards with folding paper Use macaroni to make possessives /contractions	(see page 3; this column)
1.1.2.E	Read with accuracy and fluency to support comprehension	Read grade appropriate irregularly spelled words. Read on-level text with purpose and understanding. Read on-level text appropriate rate, accuracy, and expression on successive readings.	M/H Teacher's Edition Unit 1-6	M/H Fluency Assessment	

Unit Title: Foundational Skills
Content Statement: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
(Foundational Skills)

PA Core ELA Grade 2 Standards	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment

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		do (skills)			
ntinued 1.1.2.E)		Use context to confirm or self-correct word recognition and understanding as necessary.	word families rhyming words word patterns	•FCRR •Carl's Corner web site •PD-IRH	(see page 3; this column)

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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 2nd Grade

Unit Title: Foundational Skills
Content Statement: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
(Foundational Skills)

PA Core ELA Grade 2 Standards	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.4.2.F (Informational/ Expository) 1.4.2.L (Opinion/ Argumentive) 1.4.2.R (Narrative)3	In all writing genres, identify and define conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Students identify, define, and use: • capitalize proper nouns and sentence beginnings • end punctuation marks, commas, and apostrophes, • nouns, pronouns, verbs, adjectives, and conjunctions • declarative, interrogative, and exclamatory sentences • spell high frequency words •common spelling patterns, phonemic awareness, and spelling conventions • consult reference materials	proper noun period question mark exclamatory mark comma apostrophe noun pronoun verb adjective conjunctives declaratives interrogative exclamatory dictionary	M/H Teacher's Edition Unit 2,4,5,6 M/H Teacher's Edition Unit 1-6 PD-IRH	(see page 3; this column)

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			thesaurus		

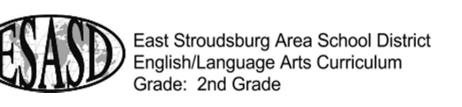**Unit Title: Foundational Skills**

Content Statement: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
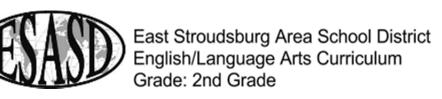**(Foundational Skills)**

PA Core ELA Grade 2 Standards	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment

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(PA Core Standard Code; District curriculum requirement)	Handwriting manuscript practice.	Students continue to legibly demonstrate correct manuscript formation and spacing of letters and words.	print manuscript	M/H Grade 2 handwriting online manual	-Observation -worksheets -writing pieces
(PA Core Standard Code; District curriculum requirement)	Handwriting cursive introduction.	Students trace and practice lower case cursive letter formation.	cursive		

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 2nd Grade

Title: **Informational Text**	Course time prior to PSSA: Throughout school year
Overview/Big Ideas: Comprehension requires and enhances critical thinking and is constructed through intentional interaction between reader and text. (SAS) Information to gain or expand knowledge can be acquired through variety through a variety of sources. (SAS) Determine the central ideas or themes of a text and analyze their development; summarize the supporting details.	ELL Differentiation: http://www.pdesas.org/module/sas/curriculumframework/elloverly.aspx#
Essential Questions: How do we think while reading in order to understand and respond? (SAS) How do we gain information through research to expand our knowledge? (SAS) How can I identify main topic of one or more paragraphs text, as as the focus of specific paragraph within the text? How can I use the supporting details to detail the main idea in a passage; use as evidence to support an ideas? How can I use the information in a multi paragraph text to gain information?	Enrichment: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/
Core Academic Standards: ● www.pdesas.org/standards/standardsdownloads ● CC1.2.2.A, CC1.2.2.B, CC1.2.2.E, CC1.2.2.F, CC1.2.2.G, CC1.2.2.H, CC1.2.2.I, CC1.2.2.J, CC1.2.2.K, CC1.2.2.L,	IEP/GIEP: Refer to specially designed instruction delineated in student's Individual Education Plan
Connecting to Other Standards: ISTE: www.iste.org/standards/nets-for-students.aspx Career and Work: http://www.pdesas.org/Standard/Views Content Area Standards: http://www.pdesas.org/Standard/Views	Remediation: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island

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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 2nd Grade

Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers	
ormational Standards: CC1.2.2.A, CC1.2.2.B, 1.2.2.E, CC1.2.2.F, CC1.2.2.G, CC.1.2.2.H, 1.2.2.I, CC1.2.2.J, CC1.2.2.K, CC1.2.2.L,	Visualize Ask and Answer Questions Read and Reread Make Predictions (Example:Use text features/format to predict in nonfiction) Summarize Increase Vocabulary	KWL chart Venn Diagram Main Idea Web Main Idea & Details Chart	

Assessments Definitions:

gnostic: expanded screening, scored; not graded, DIBELS, NWEA
mative: feedback, usually not graded, questions/answers, observations, conferences
chmark: District tests, DIBELS, NWEA
mmative: graded tests and assignments after concept is taught

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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 2nd Grade

Unit Title: Informational Text
Content Statement: 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 ELA Grade 2 Standards	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark Summative
1.2.2.A	Identify the main idea of a multi-paragraph text, as well as the focus of specific paragraphs within the text. Identify essential and nonessential information.	Student will identify topic, main idea of one or more paragraphs of informational text.	topic main idea detail sentences paragraph	PD-IRH M/H Teacher's Edition Unit 2,3,4,6 District Science/ Social Studies Grade 2 trade book non-fiction library M/H/ Teacher's Edition Unit 1-6	**Diagnostic:** -M/H Placement Benchmark -M/H Primary Spelling Inventory -DIBELS -NWEA **Formative:** -Spelling pre-test -class discussions -warm-ups, -word sorts/ families -closure or exit slip -quizzes -worksheets -journals -question & answer -conferences **Benchmark: -**Standardized testing (NWEA) **-**M/H End of Year Benchmark -DIBELS **Summative:** -Spelling tests -M/H Weekly Unit Assessments -teacher made tests and projects w/rubric
1..2.2.B	Ask and answer questions to demonstrate understanding of key details in a text.	Student will answer these questions pertaining to a story: Who? What? When? Where? Why? How?	setting(s) problem solution cause and effect text evidence		

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Unit Title: Informational Text

Content Statement: 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 ELA Grade 2 Standards	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark Summative
1.2.2.C 1.2.2.E.	Describe the connection between a series of events, concepts, or steps in a procedure within a text. Use various text features and search tools to locate key facts or information in text efficiently.	Student will identify events in a story. Students will identify, in correct sequence, steps in a procedure. Student will use multiple sources in text and online to locate information/ facts. Student will use text features of: •table of contents •index •glossary •diagrams •vocabulary •photographs •captions	events sequence procedural words: First Next Then Finally compare facts table of contents index glossary diagrams vocabulary photographs captions	M/H Teacher's Edition Unit 4,5,6 M/H Teacher's Edition Unit 1-6 PD-IRH	(see page 3, this column) M/H WA Unit4W#4 Unit4,W#5W#3, Unit5W#4, Unit6W#1 M/H-WA M/H-PAA M/H-UA M/H-BA IRA

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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 2nd Grade

Unit Title: Informational Text

Content Statement: 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 ELA Grade 2 Standards	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark Summative
1.2.2.F	Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.	Student will: •define words in context, •use the correct meaning of a multiple meaning word within the context of a sentence.	definition multiple meaning words	M/H Teacher's Edition Unit 1-6 PD-IRH	(see page 3, this column)
1.2.2.F	Describe how reasons support specific points the author makes in a text.	Student will determine text evidence points.	evidence support author's point fact opinion	M/H Teacher's Edition Unit 1-6 PD-IRH	M/H WA Unit5 W#5,
1.2.2.G	Explain how graphic representations contribute to and clarify a text.	Student will explain connection of various graphic sources to connect with text.	Venn diagram T-chart diagram graphs pictures/photos	M/H Teacher's Edition Unit 1-6	M/H WA Unit2W#3

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Unit Title: Informational Text

Content Statement: 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 ELA Grade 2 Standards	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment Diagnostic Formative Benchmark Summative
1.2.2.H	Describe how reasons support specific points the author makes in a text.	Student will tell author's points to support text.	(specialized vocabulary, Tier 3 vocabulary)	M/H Teacher's Edition Unit 3,5,6	(see page 3, this column) M/H WA
1.2.2.I	Compare/contrast the most important points presented by two texts on the same topic	Student will tell similar points and opposing points within two texts.	(specialized vocabulary, Tier 3 vocabulary)	M/H Teacher's Edition Unit 1-6 FCRR	M/H WA Unit4, M/H-WA M/H-PAA M/H-UA M/H-BA IRA
1.2.2.J	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	Student will be introduced to and use content vocabulary/phrases correctly.	context clues text features dictionary	M/H Teacher's Edition Unit 1-6 PD-IRH	M/H WA Unit 6 M/H-WA M/H-PAA M/H-UA M/H-BA IRA

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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 2nd Grade

Unit Title: Informational Text

Content Statement: 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 ELA Grade 2 Standards	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment Diagnostic Formative Benchmark Summative
1.2.2.K	Determine or clarify the meaning of unknown and multi-meaning words and phrases based upon grade-level reading and content, choosing from a range of strategies and tools.	Student will deduce meaning of words based on the content of the sentence/ paragraph.	multi-meaning words	M/H Teacher's Edition Unit 1-6	(see page 3, this column)
		Student will use dictionaries and thesauruses to determine meaning of a word.	dictionary thesaurus synonym		M/H-WA M/H-PAA M/H-UA M/H-BA IRA
1.2.2.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	Student will read and reread stories for comprehension and fluency proficiency.	comprehension fluency pausing expression	M/H Teacher's Edition Unit 1-6	

Unit Title: Informational Text

East Stroudsburg Area School District
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Grade: 2nd Grade

Content Statement: 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 ELA Grade 2 Standards	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment Diagnostic Formative Benchmark Summative
PA Core Standard, ESASD District Curriculum Requirement) linked to (1.2.2.B)	Make predictions about what will happen next in a story or process and justify.	Student will make predictions based on what knowledge is currently known. Students justify prediction with reasons and citing text to support.	prediction justify supporting details	M/H Unit# 1,2 FCRR	(see page 3, this column) M/H-WA M/H-PAA M/H-UA M/H-BA IRA
CC code, linked (C.1.2.2.F)	Identify and distinguish between fact and opinion in a text.	Student will define, identify, and determine what is fact and what is opinion.	fact opinion	M/H Unit# 1-6 FCRR	

Unit Title: Informational Text

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East Stroudsburg Area School District
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Grade: 2nd Grade

Content Statement: 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 ELA Grade 2 Standards	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment Diagnostic Formative Benchmark Summative
PA Core Standard number, ESASD District Curriculum Requirement, linked (CC.1.2.1.G))	Locate information using appropriate sources and strategies.	Student will: •use text features to obtain information (i.e. headings, bold print, photos, graphics, captions, etc.) •differentiate between the purposes of various resources •use print and multi-media sources appropriate for research and evaluate the quality of media forms	graphic organizer summarize	•M/H Unit # 1-6 •trade books •various web sites •ESASD Instructional Resources, Second Grade Bookmarked Resources •Use variety of information (print, computer sites, trade books, leveled readers available through M/H) •Allow collaborative research opportunity •PD-IRH	(see page 3, this column) M/H-WA M/H-PAA M/H-UA M/H-BA IRA

Unit Title: Informational Text

(6/30/14)

Content Statement: 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 ELA Grade 2 Standards	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment Diagnostic Formative Benchmark Summative
PA Core Standard, ESASD Curriculum Requirement, linked (CC.1.4.2.V))	Gather and organize information related to a main idea.	Students will: •take notes using graphic organizers, •summarize main ideas in writing from key facts and concepts, and •present information orally.	organizers: Venn Diagram K-W-L web summary (ize) main ideas key facts presentation	•Construct Venn diagrams to compare information -whole group, small group, and individually •Use a variety of graphic organizers from M/H to aid in note taking •Allow opportunity for student to present in different group settings •PD-IRH	(see page 3, this column) M/H-WA M/H-PAA M/H-UA M/H-BA IRA

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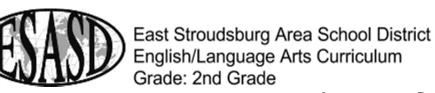| Title: **Literature**	Course time prior to PSSA: Throughout school year
Overview/Big Ideas: Comprehension requires and enhances critical thinking and constructed through the intentional interaction between der and text. (SAS) anguage is used to communicate and deepen erstanding. (SAS) Effective use of vocabulary builds social and academic wledge. (SAS)	ELL Differentiation: http://www.pdesas.org/module/sas/curriculumframework/ellover ay.aspx#
Essential Questions: ow do we think while reading in order to understand and respond? S) ow can the knowledge of language help us to communicate and erstand? (SAS) ow can close reading aid in determining the the explicit meaning e text and then to construct logical inferences from it: cite specific ual examples when writing or speaking to support conclusions wn from passage?	Enrichment: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/
Core Academic Standards: ● www.pdesas.org/standards/standardsdownloads CC1.3.2.A, ● CC.1.3.2.B, CC1.3.2.C, CC.1.3.2D, CC1.3.2.E, CC.1.3.2.F, CC1.3.2.G, CC.1.3.2.H, CC.1.3.2.I, CC.1.3.2.J CC.1.3.2.K	IEP/GIEP: Refer to specially designed instruction delineated in student's Individual Education Plan

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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 2nd Grade

Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers	
Literature Standards: CC.1.3.2.A-K	Visualize Ask and Answer Questions Read and Reread Make Predictions Comprehend Summarize Respond	Venn Diagram Character Trait Web Story Elements Chart Problem/Solution Chart Story Maps Cause & Effect Chart WordWeb Sequencing Chart Scripts	

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Assessments Definitions:

gnostic: expanded screening, scored; not graded, DIBELS, NWEA

mative: feedback, usually not graded, questions/answers, observations, conferences

nchmark: District tests, DIBELS, NWEA

mmative: graded tests and assignments after concept is taught

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 2nd Grade

Unit Title: Literature
Content Statement: Students read and respond to works of <u>literature</u> with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

PA Core ELA Grade Standards	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark Summartive
1.3.2.A	Recount stories, including, fables and folktales, and determine their central message.	Student will summarize and discuss: • sequence of events • cause and effect • problem and solution	sequence cause effect problem solution fable folktale	•JGB •M/H Unit1, Start Smart, Lion and the Mouse M/H Teacher's Edition Unit •PD-IRH	**Diagnostic:** -M/H Placement Benchmark -M/H Primary Spelling Inventory -DIBELS -NWEA **Formative:** -Spelling pre-test -class discussions -warm-ups, -word sorts/ families -closure or exit slip -quizzes -worksheets -journals -question & answer -conferences **Benchmark: -**Standardized testing (NWEA) **-**M/H End of Year Benchmark -DIBELS **Summative:** -Spelling tests -M/H Weekly Unit Assessments -teacher made tests and projects w/rub
1.3.2.B	Ask and answer questions about the key details in a passage.	Students will demonstrate understanding of key details in a text through asking and answering: • Who? • What? • Where? • When? • Why? • How?	detail 5 W's + H	•PD-IRH •JGB •M/HTeacher's Edition Unit # 1-5 •PD-IRH	

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 2nd Grade

Unit Title: Literature
Content Statement: Students read and respond to works of <u>literature</u> with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

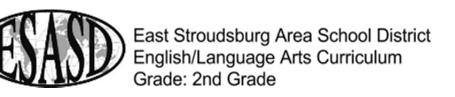| PA Core ELA Grade 2 Standards	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark Summative
1.3.2.C	Describe characters, settings, events, settings, and major events in a story, using key events.	Student will describe characters using distinguishing features such as character traits, motivation, feelings.	character traits motivation inference	•M/H Teacher's Edition Units #1-6 •Story Map •Character trait chart	•(see page 3, this column) •Story map •FRCC centers •Character chart
1.3.2.D	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when dialogue aloud.	Student will differentiate between point of view of characters using variety of methods including voice as reading aloud.	point of view voice dialogue script	•JGB •M/H Wonder's Reader's Theater-On-line resource. •M/H Teacher's Edition Unit1,4,5,6 •Venn Diagram •Story elements chart •PD-IRH	•Venn Diagram •Story element chart •teacher observations

(6/30/14)

Unit Title: Literature

Content Statement: Students read and respond to works of <u>literature</u> with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

PA Core ELA Grade 2 Standards	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark Summative
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.	Student will construct a story map including specifying the beginning and ending and how they introduce and conclude the story.	story map introduce conclude action plot	•M/H Teacher's Edition Unit1-6 •Story elements chart •Story Maps •Problem/Solution chart •Sequencing Chart •PD-IRH	(see page 3, this column) M/H-WA M/H-PAA M/H-UA M/H-BA IRA
1.3.2.F	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	Student will appraise the rhythm and meaning of a song, poem, or song from the words that were used by the author.	rhythm phrase poem	•Climb into a Poem •M/H Teacher's Edition Unit 1,2,4,6	•See Poetry Unit for additional assessments

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 2nd Grade

Unit Title: Literature
Content Statement: Students read and respond to works of <u>literature</u> with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

PA Core ELA Grade 2 Standards	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment Diagnostic Formative Benchmark Summative
1.3.2.G	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.	• Student will describe information from illustrations. • Student will combine information from text and illustration or graphic source to make meaning. • Student will use details/information gained from the illustrations and words in print or digital test to demonstrate understanding of its character, setting, or plot.	illustration digital character setting plot text inference background graphic source	•PD-IRH •IRA •M/H Teacher's Edition Unit1-6 •WordWeb	(see page 3, this column) M/H-WA M/H-PAA M/H-UA M/H-BA IRA
PA Core Standard; ESASD Curriculum Requirement) linked CC.1.3.2B	Make predictions about what will happen next in a story and justify.	Student will make a prediction based on what is known so far to use as support and justification.	prediction justify support evidence	•M/H Teacher's Edition Unit 1-6 •KWL •Prediction Story Map	•Prediction Story Maps •°KWL

Unit Title: Literature

Content Statement: Students read and respond to works of <u>literature</u> with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

PA Core ELA Grade 2 Standards	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment Diagnostic Formative Benchmark Summative
1.3.2.H	Compare/contrast two or more versions of the same story by different authors or from different cultures.	Student will compare/contrast two or more stories from different authors/cultures orally/in writing.	compare contrast culture author characteristics	•M/H Teacher's Edition Unit 2 •Venn Diagram •T charts •Story Maps	(see page 3, this column) M/H-WA M/H-PAA M/H-UA M/H-BA IRA
1.3.2.I	Determine or clarify the meaning of unknown or multiple meaning words based upon grade-level reading and content, choosing from a range of strategies and tools.	Student will •use context clues to determine the meaning of unknown or multiple meaning words or phrases and •determine the meaning of a new word formed when a known affix is added to a known word.	context clues homophone multiple meaning homophone prefix suffix root words dictionary thesaurus	•M/H Teacher's Edition Unit 1-6 •Word Webs	

(6/30/14)

Unit Title: Literature

Content Statement: Students read and respond to works of <u>literature</u> with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

PA Core ELA Grade 2 Standards	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment Diagnostic Formative Benchmark Summative
1.3.2.J	Acquire and use grade-appropriate conversational, general academic, and domain specific words and phrases.	Student will use grade-level conversational, general academic and domain-specific vocabulary and phrases.	tier 2 and 3 vocabulary	•M/H Teacher's Edition Unit 1-6 •glossary •dictionary •thesaurus •WordWeb •word cards •PD-IRH	(see page 3, this column) M/H-WA M/H-PAA M/H-UA M/H-BA IRA

1.3.2.K	Read and comprehend literature on grade level, reading independently and proficiently.	Student will read grade level material independently and proficiently, and comprehend what they read.	fluency
			  pausing
			  expression
			comprehend
				•PD-IRH •M/H Teacher's Edition Unit 1-6 •trade books	

(6/30/14)

Unit Title: Literature

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

PA Core ELA Grade 2 Standards	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment Diagnostic Formative Benchmark Summative
PA Core Standard; ESASD Curriculum Requirement) linked CC1.3.2.E	Identify the structures in drama.	Student will identify the structures in drama: • dialogue • story enactment	reader's theater dialogue script	•M/H Wonder's Reader's Theater- On-line resource.	(see page 3, this column) M/H-WA M/H-PAA M/H-UA M/H-BA IRA
PA Core Standard; ESASD Curriculum Requirement) linked CC1.3.2.F	Identify literary devices.	Student will identify literary devices: • similes • rhyme • rhythm • onomatopoeia •personification	simile rhyme rhythm onomatopoeia personification	•Climb Inside a Poem •poetry	
PA Core Standard; ESASD Curriculum Requirement)	Identify text structure.	Student will identify the structure of the text including: • Pattern books • Predictable books • Poetry	pattern predictable book poetry	•Climb Inside A Poem •poetry •pattern books	

(6/30/14)

Unit Title: **Poetry Unit**	Course time: 3 weeks; throughout year
Unit Overview/Big Ideas: Poetry is written differently than fiction or nonfiction Poets write about nature, common objects, and other details of the world around them Poetry doesn't have to rhyme Some poems contain repeated words or phrases Some poems have unusual shapes Poets use descriptive words Some poems contain strong imagery	ELL Differentiation: http://www.pdesas.org/module/sas/curriculumframework/elloverlay.aspx#
Unit Essential Questions: What kinds of words and images will I choose that will help readers? How will I "paint a picture" for the reader with my words? How will my writing look different on the page (line/breaks/white space)? How will I use illustrations to make my poetry clearer? What will I learn from reading and talking about my writing with others? How can I use poetic devices such as sensory images, personification, metaphors and similes? How can I use poetry to write about nature and common objects?	Enrichment: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/
Core Academic Standards: ● www.pdesas.org/standards/standardsdownloads ● CC1.1.2.D, CC1.1.2.E, CC1.3.2.F, CC1.3.2.I, CC1.3.2.J, CC1.3.2.K, CC1.4.2.M, CC1.4.2.O, CC1.4.2.Q, CC1.4.2.R, CC1.4.2.T, CC1.4.2.U, CC1.5.2.A, CC1.5.2.F, CC1.5.2.G	IEP/GIEP: Refer to specially designed instruction delineated in student's Individual Education Plan
Connecting to Other Standards: ISTE: *www.iste.org/standards/nets-for-students.aspx* Career and Work: www.pacareerstandards.com Content Area Standards: *Other subject area curriculum and standards are in the process of being updated	Remediation: Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/

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Instructional Delivery:

This unit is designed to be taught in the beginning of the school year. Included are poems about "back to school" and poems to coincide with our Second Grade Social Studies Neighborhood Unit about rules and neighborhoods. After the instruction of the various types of poems in this unit, teachers will be able to refer, , and write them as a way to respond to nonfiction concepts, research findings, narrative stories, describing character traits, multi story comparisons, retelling and summarizing events. Throughout the year, poems should continued to be read aloud, discussed, and created to reinforce these poetry forms taught and previously ght forms from Kindergarten and First grade. Note: PA Core Reading Informational Text standards are not luded in this unit. However, PA Core Writing Informational Text standards are included so that poetry may d to respond to non-fiction text and units of study. Please note, links to poem webpages listed work best in rome.

t Instruction:

- •Vocabulary words to address in this unit: acrostic poem, couplet poem, tercet poem, found poem, visualization,
    - rhyme, rhythm, and emotions. Please note that there are other vocabulary words listed in this unit that relate to the instruction and competencies being taught.
- •Expose children to these poems: couplets, tercets, acoustic, and found poems. Reiterate that poetry is creative, expressive way to write. Poetry may be used to publish information found in research, sh what was learned in a social studies/science unit, describe a character or culminate a story. Poem will be utilized to teach/reinforce the following skills and strategies:
    - •Decoding, Word Families, and Rhyming
    - •Illustration and Visualization
    - •Sensory words and Emotions
    - •Questioning Skills
    - •Synonyms, Antonyms, and Homophones
    - •Author's Purpose
    - •Main Idea (central message) and Key Details
    - •Compare, Similarities, Contrast, and Differences
    - •Retelling, Summarizing, and Comprehension Strategies
    - •Fiction/Non-fiction
    - •Similes, Personification, and Onomatopoeia

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Unit Title: Poetry Unit   Grade 2

- In this Unit, students will listen, read, respond, and reflect on written and heard poems, create, write, and present own poetry pieces.
- Teach the following types of poems:
    - ○ Couplet
    - ○ Tercet
    - ○ Acrostic
    - ○ Found
- Model and provide scaffolded instruction so that each student composes each of the four types of poems.

Unit Instruction:

- Continue to use poetry forms presented in this unit with future instruction and units.

sources:

Climb Inside a Poem, Heard & Laminack, (Heinemann, 2008)

*Note: Kindergarten and First Grade have specific poems to use. Since Second Grade is the last grade
to use this resource; any poem may be used or revisited. Specific poems are cited in this unit to
address Second Grade Standards such as: Poems to use: "Where Do I Find Poetry?", "When I Ride My
Bike", "School Bus Lady", "Hidden Treasures" -city

Poems to use for comparing: "Poem for My Friend" and "Best Friend", "The Stray Dog" and "Puppy Love",
"Sun and Moon: A Poem for Two Voices"

Resources of all types of Poetry (gives definitions and examples):

http://www.k12.hi.us/~shasincl/poem_frames.html#menu
http://www.pbs.org/newshour/extra/features/jan-june00/poetryboxformexamples.html
http://www.readwritethink.org/parent-afterschool-resources/tips-howtos/help-child-write-poem-30317.html

Back to school poems (10):   http://kallidakos.com/docs/TenImportantBack2SchoolPoems.pdf
Neighborhood theme poems:

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Unit Title: Poetry Unit   Grade 2

Rules: http://www.poemhunter.com/poem/rules-children/

"Build a town", "On the Way to School","Sounds On The Way To School":

   teacher.scholastic.com/lessonrepro/lessonplans/profbooks/commpoems.pdf

ade 2 Specific Poems to Teach: Couplet Poems, Tercet Poems, Acrostic Poems, and Found Poems

Couplet Poem:

Two-lined poems with a fun and simple rhyming pattern. Each line has the same number of syllables and their endings mu
rhyme with one another. Humor is often used in couplets.

   Examples: A starfish crawled upon the beach,

         But still remained just out of reach.

Couplet poems for classroom use:

   http://www.charlesghigna.com/classroom.html

   http://www.funny-poems-for-free.com/couplet-poems.html

Couplet samples, practice own, rubric:

   http://mrmatthie.files.wordpress.com/2012/09/couplets.pdf

Tercet Poem:

A poetic unit of three lines, rhymed or unrhymed.

   Example of a poem with two tercets from HALLOWEEN NIGHT by Charles Ghigna.

WITCH WAY

With warts on her nose	With covers pulled tight
And sharp pointy toes,	In the shadows of night,
She flies through the night on her broom.	I hide in the dark of my room.

   Tercet samples (scroll down):

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http://davidlharrison.wordpress.com/category/tercet/

Acrostic Poem:

       Acrostics are easy to write and the format is simple. The name of the person, object, or place is written vertically down the left hand side of the page. Each letter is capitalized and becomes the first letter of the word beginning each line. The words used should describe the person, object or place in a positive way. Each line may comprise a word, a phrase o thought that is continued on to the next line. Acrostics require writers to choose the best words and the best sentence construction within the limitations imposed by the form.

Sample Acrostic Poems:
http://www.kidzone.ws/poetry/acrostic.htm

Sample Lesson Plan for Acrostic Poem:
http://www.readwritethink.org/classroom-resources/lesson-plans/acrostic-poems-about-favorite-309.html
http://www.poetry4kids.com/blog/lessons/how-to-write-an-acrostic-poem/

Interactive Website to generate/compose Acrostic poems:
http://www.readwritethink.org/classroom-resources/student-interactives/acrostic-poems-30045.html

Acrostic poem printables - stationery with prewritten vertical words
http://www.activityvillage.co.uk/acrostic-poem-printables

Found Poem:

       The literary version of a collage, a Found Poem is a composition made by combining fragments of such printed material as newspapers, signs, stories, or menus, and rearranging them into the form of a poem.

Sample Lesson Plan for Found Poem using Berenstain Bears

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Unit Title: Poetry Unit   Grade 2

Other resources: http://www.poetry4kids.com/blog/news/how-to-make-a-found-poem/
                http://www.laurasalas.com/pdfs/Poetic%20Pursuits/pp0811.pdf
Creating found poetry from picture books lesson: http://www.learnnc.org/lp/pages/3675

etry Content Spiral (previously learned skills to review and practice):
    Kindergarten: Rhyme/Rhythm: Listening to rhythm and rhyme (e.g.,nursery rhymes, songs, chants).
                    Group poem: Choose a topic, brainstorm related words, write free verse.
                    "Color" poem: Choose a color, describe it and list things that are that color.

    First Grade: Rhyme/Rhythm: -ing poem: (up to 10 lines, line 1 is subject, lines 2-10 are related words with –ing.
                    "I Remember" poem: List remembered things about a chosen noun.
                    Listing poem: (10 lines: line 1 is topic, lines 2-10 are adjective to describe the topic).

Standards Addressed	Thinking Strategies Addressed	Graphic Organizers
ndards: CC1.1.2.D, CC1.1.2.E, 1.3.2.F, CC1.3.2.I, CC1.3.2.J, 1.3.2.K, CC1.4.2.M, CC1.4.2.O, 1.4.2.Q, CC1.4.2.R, CC1.4.2.T, 1.4.2.U, CC1.5.2.A, CC1.5.2.F, 1.5.2.G	Listening Skills Prewriting/Drafting Revising/Editing Idea/topic organization word choice/phrasing focus expression/voice	Venn Diagram T-Chart Lopsided T-chart (based on "Corne Note-Taking)

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Content Statement: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions of **Foundational Skills.**

Core ELA Grade 2 Standards and Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment

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| 1.1.2.D ...ow and apply ...de-level phonics ... word analysis ...s in decoding ...ks.

1.1.2.E ...ad with accuracy ...ncy to support ...mprehension | Student will use and create word families.

Student will rhyme words.

Student will read and read poems to build fluency and expression. | •rhyming
•word family
• poetry | "I Do" - Model word families
"We Do" -Language Experience
     (whole group) work on word
     families on big chart
"You Do" - Independently practice making word families.
•Provide consonant beginnings (laminated) so students fill in word family endings, circle real words and "x" out nonsense words.
<u>Reading and Writing Poetry</u>, part 1 page 15 "Rhyming Words"
<u>Climb into a Poem</u>: " Where Do I Find Poetry", "School Bus", "How I Hopscotch", "When I Ride My Bike"
 Back to school poems from:
http://kallidakos.com/docs/Ten ImportantBack2School Poems2013.pdf

McGraw-Hill, Wonders 2014 (M/H), Unit1, Week1,p. xii "Together is Better" (rhyme and stanza)

Variety of poetry: www.poetry4kids.com | Teacher observatio...

Oral questioning

Rhyming workshee...

Word Family works...

Creating word famil...

Remediation:
  Continue modeling
  Providing more gu...
practice

Enrichment:
  Create word famili...
using 2 and 3 letter...
at the beginning, us...
more complex voca... |

...ntent Statement: 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.

...A Core ELA Grade 2 Standards and Unit Concepts – ...hat students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment

1.3.2.A count stories and **determine their central message, lesson, or moral.**	Student will determine central message, lesson, or moral by citing examples in text	•moral •main idea •focus	<u>Climb into a Poem</u> "Sky Wish", "Just Like Grandpa"	Teacher observation Oral questioning Analyzing a poem (form, colorful words/phrases, give information, visualization, overall emotion, and author's purpose)
1.3.2.E **scribe** the overall cture of a story, uding describing how beginning introduces story and the ending cludes the action.	Student will describe how beginning introduces and ending concludes	•summarize •retell	<u>Climb into a Poem</u> "The Cedar Tree"	Poetry Journals with poems and student reflections
1.3.2.F **scribe how** words phrases supply hm and meaning in ory, poem, or song.	Student will locate words/phrases that contribute to rhythm / meaning of story, poem, or song Student will identify text structure: pattern books, predictable books, poetry	•rhythm •stanza •predictable •poetry •acrostic, couplet, trecet, and found poems.	Acrostic samples: http://www.beardsley.k12.c a.us/int/lessons/acrostic02/ acrostic-poem- samples.htm <u>Reading and Writing Poetry</u>, Part 1 page14	Remediation: Provide more examples, help in interpretations and help in identifying poem elements
rature Standards tinued: 1.3.2.F (con't.) **scribe how** words and ases supply rhythm meaning in a story, m, or song. 1.3.2.H ad 2 texts on same y from different	Student will identify literary devices: Similes, Rhyme, Rhythm, Onomatopoeia, Personification	•similes •rhyme •rhythm •onomatopoeia •personification	<u>Reading and Writing Poetry</u>: Part 3 pages 105, 132 Use a Venn Diagram to	Enrichment: Compare 2 poems on the same concep and compare the poem elements of both along with personal preference Poetry Journals

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...nors or from different ...ures.	Student will compare (similarities)/ contrast (differences) stories using a venn diagram	•compare •contrast •similiar •differences •Venn diagram	compare 2 characters/ stories <u>Climb into a Poem</u> "Tooth Truth" and "Happy Teeth" <u>Climb into a Poem</u> "The Stray Puppy" and "Puppy Love" <u>Climb into a Poem</u>: "Poem for My Friend" and "Best Friend" Defining/ using story vocabulary (M/H)	Analyzing a poem (compare, contrast, citing evidence from the poem to validate Question and answer: Using context clues, base words
...1.3.2.I ...ermine or clarify the ...aning of unknown and ...tiple-meaning words ...d phrases based on ...de level reading and ...tent, choosing from a ...ge of strategies and ...s. **...erature standards ...ntinued:** ...1.3.2.J ...uire and use grade- ...ropriate ...versational, general ...demic, and domain- ...cific words and ...ases. ...1.3.2.K	Student will define and use story vocabulary •use of glossary and dictionary •use context clues to help determine definitions, story vocabulary knowledge Students will define and use second grade vocabulary using dictionaries, glossaries, thesauruses, and other references.	•dictionary •glossary •context clues •definitions •vocabulary •tier 2 and 3 words when applicable •dictionary •glossary •context clues •definitions •vocabulary •tier 2 and 3 words	**"I Do"** Model how poetry uses a special form, colorful words/phrases, give information, illicit visualization,	Observation/quiz: Using dictionary, thesaurus, glossary Opportunity for speaking practice, i... large and small group Opportunity for different types of reading experiences

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| ...ad and comprehend ...ature on grade level, ...ding independently ... proficiently. | Student will read, read aloud, choral read, echo read, re-reads, listen to book on tape, partner read text to be independent and proficient

Student will respond to questions/activities using story references. | | any emotion within the reader, and author's purpose <u>Reading and Writing Poetry</u> Part 3 pages 110, 114 **"We Do"** Together, analyze poetry form, colorful words/phrases, information given, visualization, emotions portrayed, and author's purpose <u>Climb into a Poem</u> "Singing Down the Sun" **"You Do"** Independently explain form, colorful words/phrases, what information is ascertained, what is visualized and what emotion is experienced <u>Climb into a Poem</u> "Hidden Treasure"

Poetry journal | Student crafted poems

Student read poems

Student analysed poems with eviden... from the poem to support their analysis. . |

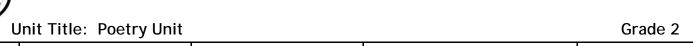**...ntent Statement:** Students **<u>write</u>** for different purposes and audiences. Students **<u>write</u>** clear and focused texts to convey a wel... ...ned perspective and appropriate content. (Informational, Argumentative, and Narrative)

Unit Concepts – ...at students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment

(7/8/14)

ormational Poetry (ting)				
1.4.2.C velop the topic with s and/or definitions	Student will use content vocabulary and definitions Student knowledge of topic. Student will research topic.	•glossary •point of view •author's purpose	•K-W-L Class Chart of topic (to use information to create poems) •Use a Venn Diagram to compare 2 concepts, characters, stories, etc. •Chart of information learned or story summary (to use to create a poem)	Teacher observation Oral questioning Create a poem about a non-fiction topic or story read (acrostic, couplet, trecet, and found poems) using content/ story vocabulary
1.4.2.E pose words and ases for effect.	Student will define words in text used -use of thesaurus	•dictionary •thesaurus	•Use a word web graphic organizer •Use paint sample strips to write words with same meaning on each color (ex. big, large, humongous, etc.)	Poetry Journals Orally present poems Remediation: Continue modeling Provide more guided practice Enrichment: Create different types
1.4.2.F nonstrate a grade- ropriate command of conventions of dard English nmar, usage, talization, punctuation, spelling	Student will identify and capitalize proper nouns and Student will create word families based on rhythm.	•proper noun •capital letters	•Using specialized vocabulary on topic or from a story •Create a specialized, content or story vocabulary glossary	of poems on the same non-fiction topic/story

(7/8/14)

			(whole group, in partners, independent work)
rrative Poetry ting) 1.4.2.Q oose words and ases for effect.	Student will •define words in text used •use thesaurus •define and use similes, onomatopoeia, personification	•mood •tone •thesaurus •simile •onomatopoeia •personification	•-Found Poem lesson http://www.poetry4kids.com/bl og/news/how-to-make-a-found-poem/ •-Found Poetry lesson http://www.learnnc.org/lp/page s/3675 •Acrostic lesson http://www.poetry4kids.com/bl og/lessons/how-to-write-an-acrostic-poem/
1.4.2.R nonstrate a grade- ropriate command of conventions of dard English nmar, usage, talization, punctuation, spelling	Student will: • identify and capitalize proper nouns • create word families for rhyming words •produce poetic rhythm		•-"I Do" Model using information (graphic organizers) to create a poem (couplet, trecet, acrostic, found poems) along with an illustration to depict poem •-"We Do" guided practice; using graphic organizers to aid in creating a Language Experience (whole group - chart) poems along with an illustration to depict poem
1.4.2.T n guidance and port from adults and rs, focus on a topic strengthen writing needed by revising editing	Student will locate information to create poems from textbook, tradebook, or internet sources. Student will demonstrate knowledge of writing process.		•You Do" independently creating poems along with an illustration to depict poem Creating a acrostic poem

(7/8/14)

			online http://www.readwritethink.org/classroom-resources/student-interactives/acrostic-poems-30045.html
1.4.2.U n guidance and port, use a variety of tal tools to produce publish writing uding in aboration with peers.	Student will locate information from a variety of internet sources Student will use electronic publishing programs to present poems		•Poetry journal (learning log for content, story/character reflection/summary) •acrostic poem printables http://www.activityvillage.co.uk/acrostic-poem-printables
1.4.2.V ticipate in individual hared research and ng projects	Student will work collaboratively in locating poetry information, detail, vocabulary via textbook, trade books, and internet sources.		

ntent Statement: Students present appropriately in formal **speaking** situations, **listen** critically, and respond intelligently as viduals and in group discussions.

Unit Concepts – at students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment

(7/8/14)

1.5.2.A Participate ollaborative versations with rs and adults in all and larger groups.	Student will discussion and use intrapersonal interpretation of poetry read and written.	•fluency •expression	Orally present poems (Author's tea - sharing; celebration of published work, may invite parents) JG like discussion on poems	Teacher observation Oral presentations
1.5.2.F Add wings or other visual plays to sentations when ropriate to clarify as, thoughts, and ings.	Student will illustrate writings / poems using various art media.	•visual display •illustration	M/H Teacher's Edition U# 1-6 M/H Teacher's Edition U# 1-6	
1.5.2.G onstrate command he conventions of ndard English when aking, based on de 2 level and tent	Student will use standard grammar at a Grade 2 level when speaking.	•pausing •expression		

etry Unit Pacing: This unit should last approximately 3 weeks.

*Every day start with a different read aloud poem (use resources at the beginning of this unit)
(RWP = Reading and Writing Poetry Across the Year, Heard and Laminack, 2008)

Week 1:   Inspiration:

RWP Part 3 Section 1 Lesson 1 "What Do We know about Poetry?" p. 76

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RWP Part 3 Section 1 Lessons 5-7 "FInding Poems?" p. 85-94
RWP Part 3 Section 1 Lesson 8 "Modeling Writing" p. 99

Week 2:   Craft:

Metaphor/Simile/Personification
        RWP Part 3 Section 2 Lesson 1 "Metaphor and Simile" p. 105

Words
        Thesaurus
        RWP   Part 3 Section 2 Lesson 10 "Wonderful Words" p. 110
        Poem writing modeled by Jack Prelutsky (audio too), then "I Do" activity
                http://teacher.scholastic.com/writewit/poetry/jack_my_poem.htm

Imagery/Visualization
        RWP Part 3 Section 2 Lesson 11 "Imagery" p. 114

Week 3:   Various Poem types:
                Student Poetry Journal (see next 4 pages)

	_____'s Poetry Journal

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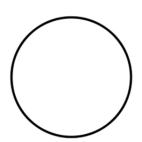| Acrostic Poem	Acrostic Poem - Your Turn
Acrostic Poem has a word written up and down	Draw your face:
ically) on the left hand side of the page. Each	
is capitalized and becomes the first letter	

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e word beginning each line. The words

d should tell about the poem word. Each line may

e just a word or a couple of words.

Example:

ummer is hot
sing sunscreen
aking sand castles
any fireflies
ating ice cream
unning through the sprinkler

A new 2nd Grade student is me, _____

B irthday is _____

O n the first day of school, I _____

U sually doing _____

T he family is _____

M y favorite _____ is _____

E xcited about _____

<u>Couplet Poem</u>

A Couplet Poem is a two lined poem with a simple

<u>Couplet Poem - Your Turn</u>

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rhyming pattern. Each line has the same number

of syllables and their endings must rhyme

with one another.

Example:

Starfish crawled upon the beach,

But still remained just out of reach.

Ice cream _____

_____

Found Poem

Found Poem is like a collage. It is a collection of

words and phrases to tell about a story you read. It

Found Poem - Your Turn

Together fill in this planning chart about our
classroom.

Words, phrases, or sentences describing out

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es not rhyme and does not have complete sentences.

Example: **The Berenstain Bears Go to School**

The lake, swimming and boating
Picnics
But, summer was over
Time for school!
Sister was afraid
She liked to be at home.
A visit to Bear Country School
Miss Honeybear
Stories, songs, ABCs, painting, games, clay, blocks
Ready for school!
Kindergarten—lots of commotion!
Story time—quiet
Busy morning, nap time
Sister proud of her work
Brother was antsy
Let it still be summer!
Sister said to come to school

(Random House Books for Young Readers; First Time Books edition (July 12, 1978)
ISBN-10: 0394837363   **ISBN-13:** 978-0394837369

classroom and our day.

Now together let's make a class poem:

Our Classroom

_____

_____

_____

_____

_____

A Tercet Poem

Tercet Poem has three lines in which all three lines follow the

ame rhyme, only two lines have to rhyme. It can be the first
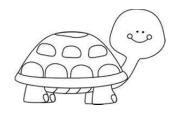
A Tercet Poem - Your Turn

Together we can brainstorm some rhyming words
for a poem about a bus:
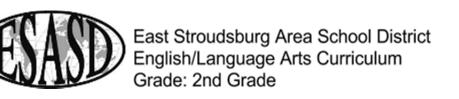
wo lines or the second two lines.

Example:

I remember the turtle
beneath our basement stair.
I see him sleeping there.

Maybe he's dreaming of clover,
shade beside a tree,
days when he was free.

(http://davidlharrison.wordpress.com/category/tercet/)

bus _____
school _____
 ride _____
 friends _____
 yellow _____

Now pick one set of rhyming words to write you
poem, use them to end your first 2 lines.

_____

_____

_____

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 2nd Grade

Title: **Speaking and Listening**	Course time prior to PSSA: Throughout school year
Overview/Big Ideas: Listening provides the opportunity to learn, reflect, and respond. (SAS) Effective speaking and listening are essential for productive communication. (SAS)	ELL Differentiation: http://www.pdesas.org/module/sas/curriculumframework/ellover ay.aspx#
Essential Questions: How does productive oral communication rely on speaking and listening? (SAS)	Enrichment: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/
and National Core Academic Standards: w.pdesas.org/standards/standardsdownloads CC.1.5.2.A, 1,5,2,B, CC1.5.2.C, CC1.5.2.D, CC1.5.2.E, CC1.5.2.F, 1.5.2.G	IEP/GIEP: Refer to specially designed instruction delineated in student's Individual Education Plan
nnecting to Other Standards: E: www.iste.org/standards/nets-for-students.aspx eer and Work: http://www.pdesas.org/Standard/Views ntent Area Standards: http://www.pdesas.org/Standard/Views	Remediation: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 2nd Grade

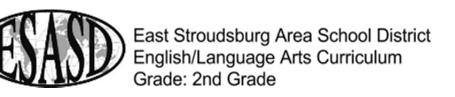| Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers	
eaking and Listening Standards dressed: CC.1.5.2.A - G	Collaborative listening and conversation	Thinking webs	

Assessments Definitions:

gnostic: expanded screening, scored; not graded, DIBELS, NWEA
mative: feedback, usually not graded, questions/answers, observations, conferences
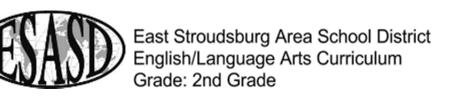chmark: District tests, DIBELS, NWEA
nmative: graded tests and assignments after concept is taught

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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 2nd Grade

Unit Title: Speaking and Listening
Content Statement: Students present appropriately in formal **speaking** situations, **listen** critically, and respond intelligently as individuals and in group discussions.

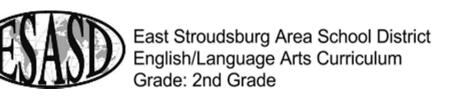| PA Core ELA Grade 2 Standards	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments
PA Core Standard; ESASD Curriculum Requirement)	Listen to a variety of types of literature.	Student will listen to a variety of types of literature including fiction and non-fiction.	fiction non-fiction	•IRA •JGB •M/H Teacher's Edition Unit 1-6 •PD-IRH	(see page 3; this column)
1.5.2.A	Participation in collaborative conversations with peers and adults in small and larger groups.	Student will ask and answer questions about what a speaker says in order to clarify comprehension. Student will gather information or deepen understanding through collaborative conversation.	collaboration participation	•JGB •M/H Teacher's Edition Unit 1-6 •PD-IRH	M/H-WA M/H-PAA M/H-UA M/H-BA IRA

(6/30/14)

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 2nd Grade

Unit Title: Speaking and Listening

Content Statement: Students present appropriately in formal **speaking** situations, **listen** critically, and respond intelligently as individuals and in group discussions.
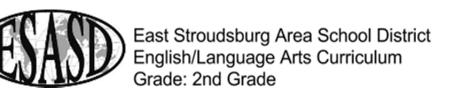
PA Core ELA Grade 2 Standards	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments
1.5.2.B	Recount or describe key ideas or details from text read aloud or information presented orally or through other media.	Student will describe key ideas and details presented: •read aloud • orally • through other media	key ideas details	•M/H Teacher's Edition Unit 1-6 •Story Maps •Character Chart •Lop sided T chart •PD-IRH	(see page 3; this column)
1.5.2.C	Ask and answer questions about what speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue	Student will: •relate to similar experiences •predict what will happen next •distinguish between character and tone when discussing story element	predict	•M/H Teacher's Edition Unit 1-6 •KWL •Character Chart •PD-IRH	M/H-WA M/H-PAA M/H-UA M/H-BA IRA

Unit Title: Speaking and Listening

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Content Statement: Students present appropriately in formal **speaking** situations, **listen** critically, and respond intelligently as individuals and in group discussions.

PA Core ELA Grade 2 Standards	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.5.2.D.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Student will tell a story or retell an experience including key details including the 5W's + H, as appropriate to task. Student will use appropriate enunciation, diction, and volume to be heard by group.	retell organization detail	M/H Teacher's Edition Unit 1-6 •Oral Presentation •Sequencing Charts •Student made Diagrams/Charts •PD-IRH	(see page 3; this column) M/H-WA M/H-PAA M/H-UA M/H-BA IRA

(6/30/14)

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 2nd Grade

Unit Title: Speaking and LIstening
Content Statement: Students present appropriately in formal <u>speaking</u> situations, <u>listen</u> critically, and respond intelligently as individuals and in group discussions.

PA Core ELA Grade 2 Standards	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.5.2.E	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Student will speak in complete sentences as appropriate during task and or situations to clarify for comprehension.	volumne	•M/H Teacher's Edition Unit 1-6 •PD-IRH	(see page 3; this column) M/H-WA M/H-PAA M/H-UA M/H-BA IRA
1.5.2.F	Add drawings or visual displays to presentations when appropriate to clarify ideas, thought, and feelings.	Student will add drawings or visual displays to presentations when appropriate to: • clarify ideas • thought • feelings	diagram chart	M/H Teacher's Edition Unit 1-6 •Student Made Chart/Diagram	IRA

(6/30/14)

Unit Title: Speaking and Listening

Content Statement: Students present appropriately in formal __speaking__ situations, __listen__ critically, and respond intelligently as individuals and in group discussions.

PA Core ELA Grade 2 Standards	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment

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| 1.5.2.G | Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content. | • Student will use standard grammar at a Grade 2 level when speaking. | pausing expression | M/H Teacher's Edition Unit 1-6 | (see page 3; this column)

M/H-WA
M/H-PAA
M/H-UA
M/H-BA
IRA |

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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 2nd Grade

Title: **Writing**	Course time prior to PSSA: Throughout school year
Overview/Big Ideas: Writing is a means of documenting thinking. (SAS) Writing is a recursive process that conveys ideas, thoughts, and ngs. (SAS) purpose, topic, and audience guide types of writing. (SAS) formation to gain or expand knowledge can be acquired through a ety of sources. (SAS)	ELL Differentiation: http://www.pdesas.org/module/sas/curriculumframework/ellover ay.aspx#
Overview/Big Ideas: What role does writing play in our lives? (SAS) ow do we develop into effective writers? (SAS) o what extent does the writing process contribute to the quality of ng? (SAS) ow does a writer create narrative and information pieces that onstrate an awareness of purpose and audience? (SAS) ow do we use information gained through research to expand wledge? (SAS) ow can our knowledge and use of the research process promote ong learning? (SAS)	Enrichment: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/
and National Core Academic Standards: w.pdesas.org/standards/standardsdownloads 1.4.2 A-X Please note there is no "S" for second grade level. 1.4.2.U is addressed in the Poetry unit.	IEP/GIEP: Refer to specially designed instruction delineated in student's Individual Education Plan
nnecting to Other Standards: E: www.iste.org/standards/nets-for-students.aspx eer and Work: http://www.pdesas.org/Standard/Views ntent Area Standards: http://www.pdesas.org/Standard/Views	Remediation: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/

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Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers	
ting Standards: CC1.4.2 A-X Please note re is no "S" for second grade level. 1.4.2.U is addressed in the Poetry unit.	Prewriting/Drafting Revising/Editing Idea/topic organization word choice/phrasing focus expression/voice formal/informal expository/narrative/argumentative	Webs T charts Venn Diagrams Story maps Sequencing Charts writing organizers found in M/H	

Assessments Definitions:

gnostic: expanded screening, scored; not graded, DIBELS, NWEA
mative: feedback, usually not graded, questions/answers, observations, conferences
chmark: District tests, DIBELS, NWEA
nmative: graded tests and assignments after concept is taught

(6/30/14)

Unit Title: Writing

Content Statement: Students **write** for different purposes and audiences. Students **write** clear and focused texts to convey a w[...]
[...]ned perspective and appropriate content. (Informational, Argumentative, and Narrative)

PSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark Summative
1.4.2.F (Information/expository) 1.4.2.L (Opinion/argumentative) 1.4.2.R (Narrative)	Writing in all genres: Demonstrate grade-level appropriate command of standard English grammar, usage, capitalization, punctuation, and spelling.	Students will apply concepts and correct usage of writing including: • capitalizing proper nouns and sentence beginnings • ending punctuation marks, commas, and apostrophes, • using nouns, pronouns, verbs, adjectives, and conjunctions • use of declarative, interrogative, and exclamatory sentence.	proper noun period question mark exclamatory mark comma apostrophe noun pronoun verb adjective conjunctives declaratives interrogative exclamatory	M/H Teacher's Edition Unit 2,4,5,6 M/H Teacher's Edition Unit 1-6 FCRR Carl's Corner PD-IRH	**Diagnostic:** -NWEA **Formative:** -closure or exit slip -quizzes -worksheets -journals -question & answer -conferences **Benchmark: -**Standardized testing (NWEA) **-**M/H End of Year Benchmark -District End of Year Writing prompt **Summative:** -M/H Weekly Unit Assessment -teacher made tests , writing assessments (edited and unedited pieces), and projects w/rubrics

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Unit Title: Writing

Content Statement: Students **write** for different purposes and audiences. Students **write** clear and focused texts to convey a well defined perspective and appropriate content. (Informational, Argumentative, and Narrative)

PSSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
Continued: CC.1.4.2.F (Information/expository) CC.1.4.2.L (Opinion/ argumentative) CC.1.4.2.R (Narrative)		spelling high frequency words correctly, •spell words drawing on common spelling patterns • spell words drawing on common spelling patterns phonemic awareness and spelling conventions • consulting reference materials as needed	high frequency patterns thesaurus dictionary spell check	M/H Teacher's Edition Unit 1-6 M/H Teacher's Edition Unit 1-6 M/H Teacher's Edition Unit 1-6 PD-IRH	(see page 3; this column) M/H-WA M/H-PAA M/H-UA M/H-BA IRA

(6/30/14)

Unit Title: Writing

Content Statement: Students **write** for different purposes and audiences. Students **write** clear and focused texts to convey a well defined perspective and appropriate content. (Informational, Argumentative, and Narrative)

PA Core ELA Grade 2 Standards	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
	<u>In all writing genres</u> (continued):				
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 Participate in individual or shared research projects on a topic of interest.	Student will revise writing to improve organization, details, word choice, and order.	writing process: brainstorm, web, draft, revise, edit, publish	M/H Teacher's Edition Unit 1-6 PD-IRH	(see page 3; this column) •Published writing •Oral Retelling
1.4.2.V		Student will work independently or collaboratively on a research writing piece.	research sources: media, books introduction sentence, detail sentences, conclusion sentence	M/H Teacher's Edition Unit 1-6 PD-IRH	M/H-WA M/H-PAA M/H-UA M/H-BA IRA
1.4.2.W	Recall information from experiences or gather information from provided sources to answer a question.	Student will retell an event. Student will provide answer to a questions.	books media sources	M/H Teacher's Edition Unit 1-6	

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Unit Title: Writing

Content Statement: Students **write** for different purposes and audiences. Students **write** clear and focused texts to convey a well-defined perspective and appropriate content. (Informational, Argumentative, and Narrative)

PSSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.4.2.M	<u>In all writing genres</u> (continued): Write narratives to develop real or imagined experiences or events.	Student will write a nonfiction and/or fiction story. .	narrative nonfiction	PD-IRH M/H Teacher's Edition Unit 1-6	(see page 3; this column) M/H-WA M/H-PAA M/H-UA M/H-BA IRA
1.4.2.N	Establish a situation and introduce a narrator and/or characters.	Student will write a story including a narrator and/or characters,	narrator character story elements	M/H Teacher's Edition Unit 1-6	
1.4.2.O	Include thoughts and feelings to describe experiences and events to show the response of characters to situations.	Student will include thoughts and feelings to of character(s) in stories.	mood adjective response	M/H Teacher's Edition Unit 1-6	

Unit Title: Writing

Content Statement: Students **write** for different purposes and audiences. Students **write** clear and focused texts to convey a well

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ned perspective and appropriate content. (Informational, Argumentative, and Narrative)

PSSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.4.2.X	Write routinely	Students write for a range of discipline-specific tasks, purposes, and audiences: •over extended time frames (time for research, reflection, and revision) and •shorter time frames (a single sitting or a day or two)	reflection purpose audience	PD-IRH M/H Teacher's Edition Unit 1-6 •Writing prompts from M/H Writers' Workshop •Writing for science and socials studies units M/H Grade 2 online handwriting book	(see page 3; this column) •Variety of writing opportunities with the M/H series (Weekly Assessment, Writer's Handbook, Unit tests, etc.) •Science and Social Studies Projects/Reports M/H-WA M/H-PAA M/H-UA M/H-BA IRA
PA Core ndard, ASD riculum uirement)	Handwriting	Students will: •correctly form/ space and use manuscript capital and lowercase letters •be introduced and practice proper formation of lower case letters in cursive.			

Unit Title: Writing
Content Statement: Students **write** for different purposes and audiences. Students **write** clear and focused texts to convey a w
ned perspective and appropriate content. (Informational, Argumentative, and Narrative)

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SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark
	Informative/ Explanatory Style			PD-IRH	
1.4.2.A	Write informative /explanatory texts to examine a topic and convey ideas and information clearly.	Students will write: •friendly letter, •instructions (at least 3 steps), •directions, •descriptions, •identify and describe	friendly letter: •heading, greeting, body, closing, and signature •instructions and directions (First, Next, Then, Finally) describe	M/H Teacher's Edition Unit 1-6	(see page 3; this column) M/H-WA M/H-PAA M/H-UA M/H-BA IRA
1.4.2.B	Identify and introduce the topic.	Student will: •identify and introduce the topic.	topic main idea	M/H Teacher's Edition Unit 1,3,4,5,6	
1.4.2.C	Develop the topic with more than two facts and/or definitions	•develop the topic with more than two facts and/or definition	topic fact define/definition	M/H Teacher's Edition Unit 1-6	M/H Weekly Assessment Unit 3W4, Unit 4W1,Unit 4W2
1.4.2.D	Group information and provide a concluding	•group information and provide a concluding statement or section.	concluding sentence		

Unit Title: Writing
Content Statement: Students **write** for different purposes and audiences. Students **write** clear and focused texts to convey a well-defined perspective and appropriate content. (Informational, Argumentative, and Narrative)

SSA Anchors	Unit Concepts –	Unit Competencies -	Content	Materials,	Assessments

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East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 2nd Grade

and Eligible Content	What students need to know	What students need to be able to do (skills)	Vocabulary	Resources, Instructional Activities	
tinued 1.4.2.D	Informative/ Explanatory Style (continued):	Student will organize words into a complete thought.

Student will arrange words in a logical sentence structure. | organize beginning, middle, end | PD-IRH

M/H Teacher's Edition Units 1-6 | (see page 3; this column)

M/H Weekly Assessment, Unit W5,Unit 2, W3, W4 Unit 5 W3, Unit 6W2, W3, W4 |
| 1.4.2.E | Choose words and phrases for effect | Student will use revising and editing to add voice to his/her writing. | revise edit | M/H Teacher's Edition Units 1,2,4,6 | M/H-WA M/H-PAA M/H-UA M/H-BA IRA |
| 1.4.2.G | Opinion/ Argumentative Style
Write opinion pieces on familiar topics or texts. | Student will write hls/ her opinion on a prompted topic. | opinion | PD-IRH

M/H Teacher's Edition Units 1,3,6 | M/H Weekly Assessment, Unit W4, Unit 2 W5, |
| 1.4.2.H | Identify the topic and state an opinion. | Student will identify the topic and state an opinion on his/her own topic. | | M/H Teacher's Edition Units 1,3,6 | |

it Title: Writing

ntent Statement: Students **write** for different purposes and audiences. Students **write** clear and focused texts to convey a wel ned perspective and appropriate content. (Informational, Argumentative, and Narrative)

(6/30/14)

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
	Opinion/ Argumentative Style (continued):				(see page 3; this column)
1.4.2.I	Support the opinion with reasons that include details connected to the opinion.	Student will support the opinion with reasons that include details connected to the opinion	opinion supportive reasons	M/H Teacher's Edition Unit 1,3,6	M/H-WA M/H-PAA M/H-UA M/H-BA IRA
1.4.2.J	Create an organizational structure that includes reasons and includes a concluding statement.	Student will create an organizational structure that includes reasons and includes a concluding statement.	point of view organization: beginning, middle, end supportive reasons concluding sentence	M/H Teacher's Edition Unit 1,3,6	M/H Weekly Assessment Unit 3W3, Unit 3W5, Unit 4W3, Unit 4W4, W5
1.4.2.K	Use a variety of words and phrases to appeal to the audience.	Student will use a variety of words and phrases to appeal to the audience.	thesaurus synonyms		

Unit Title: Writing

Content Statement: Students **write** for different purposes and audiences. Students **write** clear and focused texts to convey a well-defined perspective and appropriate content. (Informational, Argumentative, and Narrative)

(6/30/14)

PSSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
	Narrative Style			PD-IRH	
1.4.2.M	Write narratives to develop real or imagined experiences or events.	Student will write a nonfiction and/or fiction story.		M/H Teacher's Edition Unit 1-6	(see page 3; this column) M/H-WA M/H-PAA M/H-UA M/H-BA IRA
1.4.2.N	Establish a situation and introduce a narrator and/or characters.	Student will write a story including a narrator and/or characters,		M/H Teacher's Edition Unit 1-6	
1.4.2.O	Include thoughts and feelings to describe experiences and events to show the response of characters to situations.	Student will include thoughts and feelings of character (s) in stories. Student will use literary elements and temporal words to show order.		M/H Teacher's Edition Unit 1-6	M/H Weekly Assessment, Unit W1,W2,W3, Unit 2 W1, W2, Unit 4W4, W5 Unit 5 W1, W2, Unit 6 W1, W5

Unit Title: Writing

Content Statement: Students **write** for different purposes and audiences. Students **write** clear and focused texts to convey a well-defined perspective and appropriate content. (Informational, Argumentative, and Narrative)

(6/30/14)

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.4.2.P 1.4.2.Q	<u>Narrative Style</u> (continued) Organize a short detailed sequence of events and descriptions, using literary elements and temporal words Choose words and phrases for effect, include illustrations when appropriate, develop audience awareness.	Student will use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters Student will use words, phrases, and sensory details to convey experiences and events precisely, adding illustrations as appropriate to task.	•sequence •order words (first, next, then, finally, etc) •adjectives • senses •details •order •sequence •illustration •audience	PD-IRH M/H Teacher's Edition Unit -6 M/H Teacher's Edition Unit 1,2,4,6	(see page 3; this column) M/H-WA M/H-PAA M/H-UA M/H-BA IRA

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