

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: English Language Arts 2
Course Number: 08203
Course Prerequisites: None

Course Description: The WCSD English Language Arts program is built upon the PA Core Standards and is designed to develop the reading, writing, speaking, and listening skills of all learners. Students will develop foundations skills of an emergent reader through activities focused on oral language, phonological awareness, and the alphabetic principle. Explicit phonics instruction includes multi-syllabic word patterns and emphasizes mastery and application. Learners will read on level text accurately, with appropriate rate and expression. Use of appropriate reading strategies to construct meaning with a variety of texts will be developed. Learners will acquire and use grade-appropriate conversational, academic, and domain specific words. Expressing ideas in the form of drawings, graphic organizers and written words for a variety of audiences and purposes will be developed. Common spelling patterns and conventions will be used to convey their ideas clearly while writing. This course provides opportunities to participate in conversations with peers and adults to share ideas, collaborate, ask and answer questions in order to communicate clearly and effectively.

Suggested Grade Level: Grade 2

Length of Course: Two Semesters

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Units of Credit: None

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:

CSPG 69 PK-4/Elementary K-6

To find the CSPG information, go to [CSPG](#)

Certification verified by the WCSD Human Resources Department: Yes No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: Academic

Mark Types: Check all that apply.

F – Final Average MP – Marking Period EXM – Final Exam

GPA Type: GPAEL-GPA Elementary GPAML-GPA for Middle Level NHS-National Honor Society

UGPA-Non-Weighted Grade Point Average GPA-Weighted Grade Point Average

State Course Code: 01030

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

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TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: Reading Wonders Comprehensive Program-Gr. 2
Publisher: McGraw-Hill Education
ISBN #: 978-0-02-118792-8
Copyright Date: 2014
WCSD Board Approval Date: 6/8/2015

Supplemental Materials: Phonemic Awareness: The Skills That They Need To Help Them Succeed! Michael Heggerty, Ed.D., Foundations Level 2-Wilson Language Training Corporation

Curriculum Document

WCSD Board Approval:

Date Finalized: 2/15/2021
Date Approved: 4/12/2021
Implementation Year: 2021-2022

SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

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SCOPE AND SEQUENCE OF CONTENT, CONCEPTS, AND SKILLS

Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	CC.1.1	September June
Know and apply grade-level phonics and word analysis skills in decoding words.	CC.1.1.2.D	September June
Distinguish long and short vowels when reading regularly spelled one-syllable words.	CC.1.1.2.D.a	October
Decode two syllable words with long vowels and words with common prefixes and suffixes.	CC.1.1.2.D.b	November June
Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.	CC.1.1.2.D.c	November June
Read grade appropriate irregularly spelled words.	CC.1.1.2.D.d	February March
Read with accuracy and fluency to support comprehension.	CC.1.1.2.E	September June
Read on-level text with purpose and understanding.	CC.1.1.2.E.a	September June
Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	CC.1.1.2.E.b	September June
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	CC.1.1.2.E.c	September June
Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.	CC.1.2.2.A	November December
Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	CC.1.2.2.B	November December
Describe the connection between a series of events, concepts, or steps in a procedure within a text.	CC.1.2.2.C	April
Use various text features and search tools to locate key facts or information in a text efficiently.	CC.1.2.2.E	December January
Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.	CC.1.2.2.F	November April
Explain how graphic representations contribute to and clarify a text.	CC.1.2.2.G	January
Describe how reasons support specific points the author makes in a text.	CC.1.2.2.H	March May
Compare and contrast the most important points presented by two texts on the same topic.	CC.1.2.2.I	March May
Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	CC.1.2.2.J	December May
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing from a range of strategies and tools.	CC.1.2.2.K	December May
Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.2.L	November May

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Recount stories and determine their central message, lesson, or moral.	CC.1.3.2.A	September October
Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	CC.1.3.2.B	September October
Describe how characters in a story respond to major events and challenges.	CC.1.3.2.C	September
Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.	CC.1.3.2.D	February
Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	CC.1.3.2.E	October February
Describe how words and phrases supply rhythm and meaning in a story, poem, or song.	CC.1.3.2.F	December
Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.	CC.1.3.2.G	October
Compare and contrast two or more versions of the same story by different authors or from different cultures.	CC.1.3.2.H	October
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.	CC.1.3.2.I	October February
Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	CC.1.3.2.J	October February
Read and comprehend literature on grade level, reading independently and proficiently.	CC.1.3.2.K	February
Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	CC.1.4.2.A	January May
Identify and introduce the topic.	CC.1.4.2.B	January
Develop the topic with facts and/or definitions.	CC.1.4.2.C	February
Group information and provide a concluding statement or section.	CC.1.4.2.D	May
Choose words and phrases for effect.	CC.1.4.2.E	February May
Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.2.F	February May
Capitalize proper nouns.	CC.1.4.2.F	February April
Use commas and apostrophes appropriately.	CC.1.4.2.F	February April
Spell words drawing on common spelling patterns.	CC.1.4.2.F	September June
Consult reference material as needed.	CC.1.4.2.F	March
Write opinion pieces on familiar topics or texts.	CC.1.4.2.G	April May

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Performance Indicator	PA Core Standard and/or Eligible Content	Month Taught and Assessed for Mastery
Identify the topic and state an opinion.	CC.1.4.2.H	April May
Support the opinion with reasons that include details connected to the opinion.	CC.1.4.2.I	April May
Create an organizational structure that includes reasons and includes a concluding statement.	CC.1.4.2.J	April May
Use a variety of words and phrases to appeal to the audience.	CC.1.4.2.K	April May
Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.2.L	April May
Capitalize proper nouns.	CC.1.4.2.L	April May
Use commas and apostrophes appropriately.	CC.1.4.2.L	January May
Spell words drawing on common spelling patterns.	CC.1.4.2.L	January May
Consult reference material as needed.	CC.1.4.2.L	January May
Write narratives to develop real or imagined experiences or events.	CC.1.4.2.M	September June
Establish a situation and introduce a narrator and/or characters.	CC.1.4.2.N	November December
Include thoughts and feelings to describe experiences and events to show the response of characters to situations.	CC.1.4.2.O	November January
Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.	CC.1.4.2.P	December February
Choose words and phrases for effect.	CC.1.4.2.Q	April May
Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.2.R	October May
Capitalize proper nouns.	CC.1.4.2.R	October May
Use commas and apostrophes appropriately.	CC.1.4.2.R	October May
Spell words drawing on common spelling patterns.	CC.1.4.2.R	October May
Consult reference material as needed.	CC.1.4.2.R	October May
With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	CC.1.4.2.T	October May
With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.	CC.1.4.2.U	December May
Participate in individual or shared research and writing projects.	CC.1.4.2.V	February May
Recall information from experiences or gather information from provided sources to answer a question.	CC.1.4.2.W	September May

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Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline specific tasks, purposes, and audiences.	CC.1.4.2.X	September May
Participate in collaborative conversations with peers and adults in small and larger groups.	CC.1.5.2.A	September January
Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	CC.1.5.2.B	October October
Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	CC.1.5.2.C	November December
Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	CC.1.5.2.D	February February
Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	CC.1.5.2.E	October May
Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feeling.	CC.1.5.2.F	September May
Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.	CC.1.5.2.G	March May
Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.2.R	October May
Capitalize proper nouns.	CC.1.4.2.R	October May
Use commas and apostrophes appropriately.	CC.1.4.2.R	October May

ASSESSMENTS

PSSA Academic Standards, Assessment Anchors, and Eligible Content: The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

Formative Assessments: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

Effective formative assessments for this course include center activities, cooperative learning activities, games, online activities, oral responses, teacher observations, local assessments, and worksheets.

Summative Assessments: The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

Effective summative assessments for this course include performance assessments, projects, tests, and quizzes.