

East Penn School District  
Elementary Curriculum

A Planned Course Statement  
for

**2<sup>nd</sup> Grade Language Arts**

Course # 12

Length of Period (mins.) 180

Periods per Cycle: 5

Length of Course (yrs.) 1.0

Adopted: June, 2006

Revised: April, 2013

Developed by:

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## Description of Course #12

### Course Title:

K – 5 Language Arts Program

### Description:

The K – 5 Language Arts Program is an integration of reading, writing, listening, and speaking. This course of study encompasses a combination of literacy immersion and explicit instruction in a meaningful context.

### Goals:

Children will effectively read, write, and communicate with others.

### Requirements:

#### Students will:

- Learn to read independently
- Read critically in all content areas
- Read, analyze, and interpret literature
- Write clearly and effectively in various formats
- Demonstrate speaking and listening skills
- Write legibly in manuscript and cursive

Text: Beck, Farr, Strickland, Ada, Hudson, McKeown, Scarcella, Washington, Harcourt Storytown (Rolling Along, Blast Off), Harcourt School Publishers, 2008

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### Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
<b>1.1 Foundational Skills</b> <i>Phonics and Word Recognition</i>	1	Student will know and apply grade level phonics and word analysis skills in decoding words.	U	<ul style="list-style-type: none"> <li>Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>Decode two-syllable words with long vowels and words with common prefixes and suffixes.</li> <li>Read grade level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.</li> <li>Read grade-appropriate irregularly spelled words.</li> <li>Identify common consonant digraphs.</li> <li>Identify other vowel combinations.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Rubrics</li> <li>Test/quizzes</li> <li>Checklists</li> <li>Projects/reports</li> <li>Portfolios</li> <li>District Assessments</li> <li>Writing prompts</li> </ul>	C.C.1.1.2.D
<b>1.1 Foundational Skills</b> <i>Fluency</i>	2	Student will read with accuracy and fluency to support comprehension.	U	<ul style="list-style-type: none"> <li>Read on-level text with purpose and understanding.</li> <li>Read on-level text orally with accuracy, appropriate rate, and expression.</li> <li>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> <li>Identify and correctly use regular (e.g. -s, -es, -ies) and irregular (e.g. fly/flies; wife/wives) plurals.</li> <li>Recognize common abbreviations (e.g months, days, Mr., Mrs., St.).</li> <li>Apply letter-sound and syllable knowledge to decode and encode phonetically regular/irregular words and pseudo-words quickly and accurately in isolation and in context.</li> <li>Read a variety of genres.</li> </ul>		C.C.1.1.2.E
<b>1.2 Reading Informational Text</b> <i>Key Ideas and Details</i> <i>Main Idea</i>	3	Student will identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.	U	<ul style="list-style-type: none"> <li>Retell the main idea of informational passages.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Rubrics</li> <li>Test/quizzes</li> <li>Checklists</li> <li>Projects/reports</li> </ul>	C.C.1.2.2.A

Unit	Num	Objective	Level	Content	Evaluation	Standard
<b>1.2 Reading Informational Text</b> <i>Key Ideas and Details</i> <i>Text Analysis</i>	4	Student will ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in text.	L	<ul style="list-style-type: none"> <li>Answer comprehension questions orally and in writing based on material read independently.</li> <li>Answer questions aimed at finding information found directly in the text, information implied in the text and information inferred from the text.</li> <li>Generate questions.</li> <li>Determine the author's purpose in text and asks clarifying questions if meaning is unclear.</li> </ul>	<ul style="list-style-type: none"> <li>Portfolios</li> <li>District Assessments</li> <li>Writing prompts</li> </ul>	C.C.1.2.2.B
<b>1.2 Reading Informational Text</b> <i>Key Ideas and Details</i> <i>Text Analysis</i>	5	Student will describe the connection between a series of events, concepts, or steps in a procedure within a text.	L	<ul style="list-style-type: none"> <li>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/ effect.</li> </ul>		C.C.1.2.2.C
<b>1.2 Reading Informational Text</b> <i>Craft and Structure</i> <i>Text Structure</i>	6	Student will use various text features and search tools to locate key facts or information in a text.	L	<ul style="list-style-type: none"> <li>Identify location of book cover, title page, table of contents, glossary, and index.</li> <li>Identify a text's features (e.g. title, subheading, captions, illustrations) and use them to make predictions and establish purpose for reading.</li> </ul>		C.C.1.2.2.E
<b>1.2 Reading Informational Text</b> <i>Craft and Structure</i> <i>Vocabulary</i>	7	Student will determine the meaning of words and phrases as they are used in grade level text, including multiple meaning words.	U	<ul style="list-style-type: none"> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from a range of strategies.</li> </ul>		CC.1.2.2.F
<b>1.2 Reading Informational Text</b> <i>Integration of Knowledge and Ideas</i> <i>Diverse Media</i>	8	Student will explain how graphic representations contribute to and clarify a text.	U	<ul style="list-style-type: none"> <li>Identify and use text graphics, charts, figures and tables to build understanding</li> </ul>		CC1.2.2.G

Unit	Num	Objective	Level	Content	Evaluation	Standard
<b>1.2 Reading Informational Text</b> <i>Integration of Knowledge and Ideas</i> <i>Evaluating Arguments</i>	9	Student will describe how reasons support specific points the author makes in a text.	L	<ul style="list-style-type: none"> <li>Determine the author's purpose in text and asks clarifying questions (e.g., why, how) if meaning is unclear.</li> </ul>		CC1.2.2.H
<b>1.2 Reading Informational Text</b> <i>Integration of Knowledge and Ideas</i> <i>Analysis Across Texts</i>	10	Student will compare and contrast the most important points presented by two texts on the same topic.	L	<ul style="list-style-type: none"> <li>Identify text structures (e.g. compare/contrast,) to build understanding.</li> <li>Use graphic and semantic organizers.</li> </ul>		CC1.2.2.I
<b>1.2 Reading Informational Text</b> <i>Vocabulary Acquisition and Use</i>	11	Student will acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.	U	<ul style="list-style-type: none"> <li>Understand, learn and use new vocabulary from a variety of content areas (e.g. orally read stories, informational text).</li> <li>Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.</li> <li>Identify and correctly use antonyms and synonym.</li> <li>Use newly acquired vocabulary in conversation .</li> </ul>		CC1.2.2.J
<b>1.2 Reading Informational Text</b> <i>Vocabulary Acquisition and Use</i>	12	Student will 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.	U	<ul style="list-style-type: none"> <li>Use context to understand word and sentence meanings.</li> <li>Relate vocabulary to prior knowledge.</li> <li>Use a dictionary, thesaurus or other resource to confirm the meaning of a word.</li> </ul>		CC1.2.2.K
<b>1.2 Reading Informational Text</b> <i>Range of Reading</i>	13	Student will read and comprehend literacy non-fiction and informational text on grade level, reading independently and proficiently.	U	<ul style="list-style-type: none"> <li>Identify a text's features (e.g. title, subheading, captions, illustrations) and use them to make predictions and establish a purpose for reading.</li> <li>Identify text structures (e.g. compare/contrast, cause/effect and sequence of events) to build understanding.</li> </ul>		CC1.2.2.L

Unit	Num	Objective	Level	Content	Evaluation	Standard
				<ul style="list-style-type: none"> <li>• Distinguish between fact and opinion</li> <li>• Relate prior knowledge to textual information.</li> <li>• Monitor one's own comprehension.</li> </ul>		
<b>1.3 Reading Literature</b> <i>Key Ideas and Details</i> <i>Theme</i>	14	Student will recount stories and determine their central message, lesson, or moral.	L	<ul style="list-style-type: none"> <li>• Connect the reading to self and the world.</li> <li>• Read text using self-monitoring comprehension strategies (e.g. predict, revise predictions, use picture and structural clues, reread and clarify meaning through questioning).</li> <li>• Read and listen to variety of genres of literature (e.g. poetry, plays, fables, legends, picture books) and participate in guided discussion.</li> <li>• Distinguish the distinct characteristics and purpose of each genre.</li> <li>• Identify the main topic or central message of a literary selection.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Rubrics</li> <li>• Test/quizzes</li> <li>• Checklists</li> <li>• Projects/reports</li> <li>• Portfolios</li> <li>• District Assessments</li> <li>• Writing prompts</li> </ul>	CC1.3.2.A
<b>1.3 Reading Literature</b> <i>Key Ideas and Details</i> <i>Text Analysis</i>	15	Student will ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	L	<ul style="list-style-type: none"> <li>• Answer comprehension questions orally and in writing based on material read independently.</li> <li>• Answer questions aimed at finding information found directly in the text, information implied in the text and information inferred from the text.</li> <li>• Generate questions.</li> <li>• Determine the author's purpose and ask clarifying questions (e.g. why, how,) if meaning is unclear.</li> <li>• Make predictions about what happens next in a story and justify predictions.</li> </ul>		CC1.3.2.B
<b>1.3 Reading Literature</b> <i>Key Ideas and Details</i> <i>Literary Elements</i>	16	Student will describe how characters in a story respond to major events and challenges.	L	<ul style="list-style-type: none"> <li>• Use graphic aids to describe how events can change characters in the story. (character analysis).</li> </ul>		CC1.3.2.C

Unit	Num	Objective	Level	Content	Evaluation	Standard
<b>1.3 Reading Literature</b> <i>Craft Structure</i> <i>Point of View</i>	17	Student will acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.	L	<ul style="list-style-type: none"> <li>Identify dialogue and story action in plays and stories</li> <li>Demonstrate oral fluency as it relates to the characters.</li> </ul>		CC1.3.2.D
<b>1.3 Reading Literature</b> <i>Craft Structure</i> <i>Text Structure</i>	18	Student will describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	U	<ul style="list-style-type: none"> <li>Identify and describe the elements of story structure (e.g. setting, plot, character, problem and resolution) in variety of fiction.</li> <li>Retell the main events of a story including beginning, middle, and end.</li> </ul>		CC1.3.2.E
<b>1.3 Reading Literature</b> <i>Craft Structure</i> <i>Vocabulary</i>	19	Student will describe how words and phrases supply rhythm and meaning in a story, poem, or song.	U	<ul style="list-style-type: none"> <li>Read fluently and show rhythm and rhyme when appropriate.</li> <li>Identify the literary devices in rhyme, repetition, rhythm, and patterns.</li> <li>Identify and complete predictable language patterns.</li> </ul>		CC1.3.2.F
<b>1.3 Reading Literature</b> <i>Integration of Knowledge and Ideas</i> <i>Sources of Information</i>	20	Student will use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.	U	<ul style="list-style-type: none"> <li>Identify and describe the elements of story structure (e.g. setting, plot, character, problem and resolution) in variety of fiction.</li> </ul>		CC1.3.2.G
<b>1.3 Reading Literature</b> <i>Integration of Knowledge and Ideas</i> <i>Text Analysis</i>	21	Student will compare and contrast two or more versions of the same story by different authors or from different culture.	L	<ul style="list-style-type: none"> <li>Identify text structures (e.g. compare/contrast, cause/effect and sequence of events) to build understanding.</li> <li>Use graphic and semantic organizers to compare and contrast.</li> </ul>		CC1.3.2.H
<b>1.3 Reading Literature</b> <i>Vocabulary</i> <i>Acquisition and Use</i> <i>Strategies</i>	22	Student will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.	U	<ul style="list-style-type: none"> <li>Understand, learn and use new vocabulary from a variety of content areas (e.g. orally read stories, informational text).</li> <li>Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.</li> <li>Use context to understand word and sentence meanings.</li> </ul>		CC.1.3.2.I

Unit	Num	Objective	Level	Content	Evaluation	Standard
				<ul style="list-style-type: none"> <li>Relate vocabulary to prior knowledge.</li> </ul>		
<b>1.3 Reading Literature</b> <i>Vocabulary Acquisition and Use</i>	23	Student will acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.	U	<ul style="list-style-type: none"> <li>Understand, learn and use new vocabulary from a variety of content areas (e.g. orally read stories, informational text).</li> <li>Develop vocabulary by listening to and discussing both familiar and conceptually challenging selections read aloud.</li> <li>Identify and correctly use antonyms and synonym.</li> <li>Use newly acquired vocabulary.</li> </ul>		CC1.3.2.J
<b>1.3 Reading Literature</b> <i>Range of Reading</i>	24	Student will read and comprehend literature on grade level, reading independently and proficiently.	U	<ul style="list-style-type: none"> <li>Read text using self-monitoring comprehension strategies (e.g., predict, revise predictions, use picture and structural clues, reread and clarify meaning through questioning).</li> <li>Identify a text’s features (e.g. title, subheading, captions, illustrations) and use them to make predictions and establish a purpose for reading.</li> <li>Relate prior knowledge to textual information.</li> <li>Connect the reading text to self, text to world, and text-to-text.</li> </ul>		CC1.3.2.K
<b>1.4 Writing Informational/ Explanatory</b>	25	Student will write informative/explanatory texts to examine a topic and convey ideas and information clearly.	U	<ul style="list-style-type: none"> <li>Write a how-to piece of writing.</li> <li>Write an informative piece of writing.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Rubrics</li> <li>Test/quizzes</li> <li>Checklists</li> <li>Projects/reports</li> <li>Portfolios</li> <li>District Assessments</li> <li>Writing prompts</li> </ul>	CC1.4.2.A
<b>1.4 Writing Informational/ Explanatory</b> <i>Focus</i>	26	Students will identify and introduce the topic.	U	<ul style="list-style-type: none"> <li>Write with a main idea.</li> <li>Write informational paragraphs that contains a topic sentence, supporting details, and relevant information.</li> </ul>		CC1.4.2.B
<b>1.4 Writing Informational/ Explanatory</b> <i>Content</i>	27	Student will develop the topic with facts, definitions.	L	<ul style="list-style-type: none"> <li>Write informational sentences (e.g. descriptions, definitions, simple instructions) using illustrations.</li> <li>Support the main idea with details.</li> </ul>		CC1.4.2.C



Unit	Num	Objective	Level	Content	Evaluation	Standard
<b>1.4 Writing</b> <i>Informational/ Explanatory Organization</i>	28	Student will group information and provide a concluding statement or section.	L	<ul style="list-style-type: none"> <li>Students will write a concluding statement that supports the details and relevant information.</li> </ul>		CC.1.4.2.D
<b>1.4 Writing</b> <i>Informational/ Explanatory Style</i>	29	Student will choose words and phrases for effect.	L	<ul style="list-style-type: none"> <li>Write informational descriptions of a real object, person, place or event using details from information gathered from various media (e.g. internet, books, magazines).</li> </ul>		CC.1.4.2.E
<b>1.4 Writing</b> <i>Informational/ Explanatory Conventions of Language</i>	30	Student will demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	U	<ul style="list-style-type: none"> <li>Use grade level appropriate grammar.</li> <li>Use capitalizations correctly in sentences.</li> <li>Use punctuation properly.</li> <li>Spell words drawing on common spelling patterns.</li> <li>Consult reference material as needed.</li> <li>Use simple and compound sentences.</li> </ul>		CC.1.4.2.F
<b>1.4 Writing</b> <i>Opinion/ Argumentative</i>	31	Student will write opinion pieces on familiar topics or texts.	U	<ul style="list-style-type: none"> <li>Write an opinion piece of writing.</li> <li>Differentiate between fact and opinion.</li> </ul>		CC.1.4.2.G
<b>1.4 Writing</b> <i>Opinion/ Argumentative Focus</i>	32	Student will identify the topic and state an opinion.	U	<ul style="list-style-type: none"> <li>Use a topic sentence to identify their position in their opinion writing.</li> </ul>		CC.1.4.2.H
<b>1.4 Writing</b> <i>Opinion/ Argumentative Content</i>	33	Student will support the opinion with reasons that include details connected to the opinion.	L	<ul style="list-style-type: none"> <li>Support opinion with related details.</li> </ul>		CC.1.4.2.I
<b>1.4 Writing</b> <i>Opinion/ Argumentative Organization</i>	34	Student will create an organizational structure that includes reasons and includes a concluding statement.	L	<ul style="list-style-type: none"> <li>Generate ideas from multiple sources and create a plan for writing (e.g. brainstorming, webbing, drawing group discussion, other activities).</li> <li>Determine the purpose for writing a piece.</li> <li>Maintain a focus on a single idea while including supporting details.</li> </ul>		CC.1.4.2.J

Unit	Num	Objective	Level	Content	Evaluation	Standard
				<ul style="list-style-type: none"> <li>Organize details into a logical sequence that has a beginning, middle, and end.</li> </ul>		
<b>1.4 Writing</b> <i>Opinion/</i> <i>Argumentative</i> <i>Style</i>	35	Student will use a variety of words and phrases to appeal to the audience.	L	<ul style="list-style-type: none"> <li>Use graphics and slogans to send a message that persuades the reader.</li> </ul>		CC.1.4.2.K
<b>1.4 Writing</b> <i>Opinion/</i> <i>Argumentative</i> <i>Conventions of</i> <i>Language</i>	36	Student will demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	U	<ul style="list-style-type: none"> <li>Use grade level appropriate grammar.</li> <li>Use capitalizations correctly in sentences.</li> <li>Use punctuation properly.</li> <li>Spell words drawing on common spelling patterns.</li> <li>Consult references material as needed.</li> <li>Use simple and compound sentences.</li> </ul>		CC.1.4.2.L
<b>1.4 Writing</b> <i>Narrative</i>	37	Student will write narratives to develop real or imagined experiences or events.	U	<ul style="list-style-type: none"> <li>Write a narrative piece of writing.</li> </ul>		CC.1.4.2.M
<b>1.4 Writing</b> <i>Narrative</i> <i>Focus</i>	38	Student will establish a situation and introduce a narrator and/or characters.	U	<ul style="list-style-type: none"> <li>Write a beginning that includes relevant people, places, and things.</li> </ul>		CC.1.4.2.N
<b>1.4 Writing</b> <i>Narrative</i> <i>Content</i>	39	Student will include thoughts and feeling to describe experiences and events to show the response of characters to situations.	A	<ul style="list-style-type: none"> <li>Use thoughts and feelings to describe experiences and events in narrative writing.</li> </ul>		CC.1.4.2.O
<b>1.4 Writing</b> <i>Narrative</i> <i>Organization</i>	40	Student will organize a short sequence of events, using temporal (sequence/order) words to signal event order; provide a sense of closure.	U	<ul style="list-style-type: none"> <li>Develop a beginning, middle, and end using sequential words appropriately.</li> </ul>		CC.1.4.2.P
<b>1.4 Writing</b> <i>Narrative</i> <i>Style</i>	41	Student will choose words and phrases for effect.	L	<ul style="list-style-type: none"> <li>Create clarity by discarding repetitive details and words.</li> <li>Replace general words with more specific words.</li> </ul>		CC.1.4.2.Q
<b>1.4 Writing</b> <i>Narrative</i> <i>Conventions of</i> <i>Language</i>	42	Student will demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization,	U	<ul style="list-style-type: none"> <li>Use grade level appropriate grammar.</li> <li>Use capitalizations correctly in sentences.</li> <li>Use punctuation properly.</li> </ul>		CC.1.4.2.R

Unit	Num	Objective	Level	Content	Evaluation	Standard
		punctuation, and spelling.		<ul style="list-style-type: none"> <li>• Spell words drawing on common spelling patterns.</li> <li>• Consult references material as needed.</li> <li>• Use simple and compound sentences.</li> </ul>		
<b>1.4 Writing</b> <i>Production and Distribution of Writing Writing Process</i>	43	Student will with guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	L	<ul style="list-style-type: none"> <li>• Generate ideas from multiple sources and create a plan for writing (e.g. brainstorming, webbing, drawing, group discussion, and other activities).</li> <li>• Organize and select a topic for writing.</li> <li>• Determine the purpose for writing a piece (e.g. to entertain, to inform, to communicate).</li> <li>• Maintain a focus on a single idea while including supporting details.</li> <li>• Organize details into a logical sequence that has a beginning, middle, and end.</li> <li>• Write with a variety of well constructed sentences including descriptive words and action verbs.</li> <li>• Use complete, declarative, interrogative and exclamatory sentences.</li> <li>• Use descriptive words and action words in context.</li> <li>• Write using a variety of differing sentence lengths and complexities.</li> <li>• Revise writing to add or eliminate details and correct ideas so a logical order is present.</li> <li>• Create clarity by making out repetitive details and replacing general words with more specific words.</li> <li>• Spell common, frequently used words correctly.</li> </ul>		CC.1.4.2.T

Unit	Num	Objective	Level	Content	Evaluation	Standard
				<ul style="list-style-type: none"> <li>• Capitalize the first word of a sentence, names of people, proper nouns, and the pronoun “I”.</li> <li>• Use proper end punctuation (period, exclamation, question mark, and commas in a series, in dates, greetings, and closing of letters and compound sentences colons to punctuate time and apostrophes to correctly punctuation contractions.)</li> <li>• Use appropriate nouns (e.g. singular and plural) pronouns (e.g. my/mine, his/her), verbs, simple adjectives and adverbs in writing.</li> <li>• Correctly use common spelling patterns (e.g. word families, simple CVC words, regular plurals, simple suffixes, and simple prefixes.)</li> <li>• Write using subject/verb and noun/pronoun agreement in simple and compound sentences.</li> <li>• Use a checklist to ensure the proper editing of the writing.</li> </ul>		
<b>1.4 Writing</b> <i>Technology and Publication</i>	44	Student will with some guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.	L	<ul style="list-style-type: none"> <li>• Students will contribute to group stories.</li> <li>• Students will digitally produce, illustrate, and share a variety of compositions.</li> </ul>		CC.1.4.2.U
<b>1.4 Writing</b> <i>Conducting Research</i>	45	Student will participate in individual or shared research and writing projects.	L	<ul style="list-style-type: none"> <li>• Create a question or topic for research.</li> <li>• Differentiate between various sources of information (e.g. dictionaries, newspapers, magazines, electronics media).</li> <li>• Select sources for gathering information on a specific topic (e.g. dictionaries, encyclopedias, observations, electronic media).</li> <li>• Use picture clues, keywords, heading to locate information.</li> </ul>		CC.1.4.2.V

Unit	Num	Objective	Level	Content	Evaluation	Standard
				<ul style="list-style-type: none"> <li>Write a simple report with a title and one quality paragraph that includes facts and supporting details using complete sentences.</li> </ul>		
<b>1.4 Writing</b> <i>Credibility, Reliability, and Validity of Sources</i>	46	Students will recall information from experiences or gather information from provided sources to answer a question.	U	<ul style="list-style-type: none"> <li>Summarize main ideas from key facts and concepts using graphic organizers.</li> </ul>		CC.1.4.2.W
<b>1.4 Writing</b> <i>Range of Writing</i>	47	Students will 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.	U	<ul style="list-style-type: none"> <li>Journaling</li> <li>Writers' Workshop</li> <li>Daily 5 framework</li> </ul>		CC.1.4.2.X
<b>1.5 Speaking and Listening</b> <i>Comprehension and Collaboration</i> <i>Collaboration</i> <i>Discussion</i>	48	Students will participate in collaborative conversations with peers and adults in small or larger groups.	U	<ul style="list-style-type: none"> <li>Listen to others when they are speaking and demonstrate an understanding of the message.</li> <li>Initiate and respond appropriately to conversations and discussions with both peers and adults.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Rubrics</li> <li>Test/quizzes</li> <li>Checklists</li> <li>Projects/reports</li> <li>Portfolios</li> <li>District Assessments</li> <li>Writing prompts</li> </ul>	CC.1.5.2.A
<b>1.5 Speaking and Listening</b> <i>Comprehension and Collaboration</i> <i>Critical Listening</i>	49	Students will recount or describe key ideas or details from text read aloud or information presented orally or through other media.	U	<ul style="list-style-type: none"> <li>Listen attentively and follow directions to perform a task (e.g. multi-step oral direction, solving problems, and following rules).</li> </ul>		CC.1.5.2.B
<b>1.5 Speaking and Listening</b> <i>Comprehension and Collaboration</i> <i>Evaluating Information</i>	50	Students will 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.	A	<ul style="list-style-type: none"> <li>Ask questions to clarify information.</li> <li>Differentiate fact from opinion.</li> <li>Listen to selection and connect similar experiences to real events.</li> <li>Make realistic predictions about the outcomes of simple events and recognize different outcomes are possible.</li> </ul>		CC.1.5.2.C
<b>1.5 Speaking and Listening</b> <i>Presentation of Knowledge and Ideas</i> <i>Purpose, Audience, and Task</i>	51	Students will tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	U	<ul style="list-style-type: none"> <li>Retell stories using basic story grammar and relating the sequence of story events by answering who, what, when, where, why and how questions.</li> </ul>		CC.1.5.2.D

Unit	Num	Objective	Level	Content	Evaluation	Standard
				<ul style="list-style-type: none"> <li>• Use appropriate volume while initiating answers and conversations.</li> <li>• Pronounce single and multiple syllable words correctly.</li> <li>• Use appropriate pace in sentences, rhymes, poetry, and questions.</li> </ul>		
<b>1.5 Speaking and Listening</b> <i>Presentation of Knowledge and Ideas Context</i>	52	Students will produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	U	<ul style="list-style-type: none"> <li>• Ask and answer relevant questions and share experiences within a group using complete sentences to convey ideas.</li> </ul>		CC.1.5.2.E
<b>1.5 Speaking and Listening</b> <i>Presentation of Knowledge and Ideas Multimedia</i>	53	Students will add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.	R	<ul style="list-style-type: none"> <li>• Students will draw pictures or other visual displays to convey meaning.</li> </ul>		CC.1.5.2.F
<b>1.5 Speaking and Listening</b> <i>Conventions of Standard English</i>	54	Students will demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.	U	<ul style="list-style-type: none"> <li>• Use correct vocabulary and demonstrate conventions of standard English when speaking.</li> </ul>		CC.1.5.2.G
<b>1.6 Handwriting</b>	55	Students will engage in the writing process and write to clearly communicate ideas and experiences in legible print.	U	<ul style="list-style-type: none"> <li>• Write numbers and uppercase and lowercase letters using left to right sequencing.</li> <li>• Print legibly, use indentation appropriately and space letters, words, sentences and paragraphs appropriately.</li> <li>• Introduce uppercase and lower case cursive letters.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Rubrics</li> <li>• Test/quizzes</li> <li>• Checklists</li> <li>• Projects/reports</li> <li>• Portfolios</li> <li>• District Assessments</li> <li>• Writing prompts</li> </ul>	