

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE STANDARDS

COURSE: English Language Arts

GRADE: 2

STRAND: Foundational Skills

TIME FRAME: Year-long

PA CORE STANDARD

1.1 Foundational Skills

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

ESSENTIAL CONTENT

Phonics and Word Recognition

- CC.1.1.2.D: Know and apply grade-level phonics and word analysis skills in decoding words.
 - Distinguish long and short vowels when reading regularly spelled one-syllable words.
 - Decode two-syllable words with long vowels and words with common prefixes and suffixes.
 - Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.
 - Read grade-appropriate irregularly spelled words.

Fluency

- CC.1.1.2.E: Read with accuracy and fluency to support comprehension.
 - Read on-level text with purpose and understanding.
 - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
 - Use context to confirm or self- correct word recognition and understanding, rereading as necessary.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE STANDARDS

COURSE: English Language Arts	GRADE: 2
STRAND: Reading Informational Text	TIME FRAME: Year-long

PA CORE STANDARD

1.2 Reading Informational Text

Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

ESSENTIAL CONTENT

Key Ideas and Details

- **Main Idea:**
 - CC.1.2.2.A: Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
- **Text Analysis:**
 - CC.1.2.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
 - CC.1.2.2.C: Describe the connection between a series of events, concepts, or steps in a procedure within a text.

Craft and Structure

- **Text Structure**
 - CC.1.2.2.E: Use various text features and search tools to locate key facts or information in a text efficiently.
- **Vocabulary**
 - CC.1.2.2.F: Determine the meaning of words and phrases as they are used in grade- level text including multiple-meaning words.

Integration of Knowledge and Ideas

- **Diverse Media**
 - CC.1.2.2.G: Explain how graphic representations contribute to and clarify a text.
- **Evaluating Arguments**
 - CC.1.2.2.H: Describe how reasons support specific points the author makes in a text.
- **Analysis Across Texts**
 - CC.1.2.2.I: Compare and contrast the most important points presented by two texts on the same topic.

Vocabulary Acquisition and Use

- CC.1.2.2.J: Acquire and use grade-appropriate conversational, general, academic, and domain-specific words and phrases.
- CC.1.2.2.K: 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.

Range of Reading

- CC.1.2.2.L: Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

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COURSE STANDARDS

COURSE: English Language Arts	GRADE: 2
STRAND: Reading Literature	TIME FRAME: Year-long

PA CORE STANDARD

1.3 Reading Literature

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.

ESSENTIAL CONTENT

Key Ideas and Details

- **Theme:**
 - CC.1.3.2.A: Recount stories and determine their central message, lesson, or moral.
- **Text Analysis:**
 - CC.1.3.2.B: Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- **Literary Elements:**
 - CC.1.3.2.C: Describe how characters in a story respond to major events and challenges.

Craft and Structure

- **Point of View**
 - CC.1.3.2.D: Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- **Text Structure**
 - CC.1.3.2.E: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- **Vocabulary**
 - CC.1.3.2.F: Describe how words and phrases supply rhythm and meaning in a story, poem, or song.

Integration of Knowledge and Ideas

- **Sources of Information**
 - CC.1.3.2.G: Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.
- **Text Analysis**
 - CC.1.3.2.H: Compare and contrast two or more versions of the same story by different authors or from different cultures.

Vocabulary Acquisition and Use

- **Strategies**
 - CC.1.3.2.I: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.
 - CC.1.3.2.J: Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

Range of Reading

- CC.1.3.2.K: Read and comprehend literature on grade level, reading independently and proficiently.

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COURSE STANDARDS	
COURSE: English Language Arts	GRADE: 2
STRAND: Writing	TIME FRAME: Year-long

PA CORE STANDARD
<p>1.4 Writing <i>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</i></p>

ESSENTIAL CONTENT
<p>Informative/Explanatory</p> <ul style="list-style-type: none"> ○ <u>CC.1.4.2.A</u>: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. • Focus <ul style="list-style-type: none"> ○ <u>CC.1.4.2.B</u>: Identify and introduce the topic. • Content <ul style="list-style-type: none"> ○ <u>CC.1.4.2.C</u>: Develop the topic with facts and/or definitions. • Organization <ul style="list-style-type: none"> ○ <u>CC.1.4.2.D</u>: Group information and provide a concluding statement or section. • Style <ul style="list-style-type: none"> ○ <u>CC.1.4.2.E</u>: Choose words and phrases for effect. • Conventions of Language <ul style="list-style-type: none"> ○ <u>CC.1.4.2.F</u>: Demonstrate a grade- appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed. <p>Opinion/Argumentative</p> <ul style="list-style-type: none"> ○ <u>CC.1.4.2.G</u>: Write opinion pieces on familiar topics or texts. • Focus <ul style="list-style-type: none"> ○ <u>CC.1.4.2.H</u>: Identify the topic and state an opinion. • Content <ul style="list-style-type: none"> ○ <u>CC.1.4.2.I</u>: Support the opinion with reasons that include details connected to the opinion. • Organization <ul style="list-style-type: none"> ○ <u>CC.1.4.2.J</u>: Create an organizational structure that includes reasons and includes a concluding statement. • Style <ul style="list-style-type: none"> ○ <u>CC.1.4.2.K</u>: Use a variety of words and phrases to appeal to the audience. • Conventions of Language <ul style="list-style-type: none"> ○ <u>CC.1.4.2.L</u>: Demonstrate a grade- appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling. <ul style="list-style-type: none"> • Capitalize proper nouns. • Use commas and apostrophes appropriately. • Spell words drawing on common spelling patterns. • Consult reference material as needed. <p>Narrative</p>

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- CC.1.4.2.M: Write narratives to develop real or imagined experiences or events.
- **Focus**
 - CC.1.4.2.N: Establish a situation and introduce a narrator and/or characters.
- **Content**
 - CC.1.4.2.O: Include thoughts and feelings to describe experiences and events to show the response of characters to situations.
- **Organization**
 - CC.1.4.2.P: Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.
- **Style**
 - CC.1.4.2.Q: Choose words and phrases for effect.
- **Conventions of Language**
 - CC.1.4.2.R: Demonstrate a grade- appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling.
 - Capitalize proper nouns.
 - Use commas and apostrophes appropriately.
 - Spell words drawing on common spelling patterns.
 - Consult reference material as needed.

Production & Distribution of Writing

- **Writing Process**

- CC.1.4.2.T: With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Technology & Publication

- CC.1.4.2.U: With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.

Conducting Research

- CC.1.4.2.V: Participate in individual or shared research and writing projects.

Credibility, Reliability, and Validity of Sources

- CC.1.4.2.W: Recall information from experiences or gather information from provided sources to answer a question.

Range of Writing

- CC.1.4.2.X: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.

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COURSE STANDARDS

COURSE: English Language Arts	GRADE: 2
STRAND: Speaking and Listening	TIME FRAME: Year-long

PA CORE STANDARD

1.5 Speaking and Listening

Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

ESSENTIAL CONTENT

Comprehension and Collaboration

- **Collaborative Discussion**
 - CC.1.5.2.A: Participate in collaborative conversations with peers and adults in small and larger groups.
- **Critical Listening**
 - CC.1.5.2.B: Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **Evaluating Information**
 - CC.1.5.2.C: Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

- **Purpose, Audience, and Task**
 - CC.1.5.2.D: Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **Context**
 - CC.1.5.2.E: Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- **Multimedia**
 - CC.1.5.2.F: Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.

Conventions of Standard English

- CC.1.5.2.G: Demonstrate command of the conventions of Standard English when speaking, based on Grade 2 level and content.

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CONTENT UNITS

COURSE: English Language Arts

GRADE: 2

UNIT 1

THEME: Being Me/Helping Hands

ESSENTIAL QUESTIONS:

- What do good listeners do?
- How do strategic readers create meaning from informational and literary text?
- What is this text really about?
- What strategies and resources do I use to figure out unknown vocabulary?
- How does interaction with text provoke thinking and response?

UNIT OBJECTIVES:

- Syllable types (closed, open, VCe, consonant le)
- Main idea
- Recount stories
- Overall structure of a story
- Determine central message, lesson, or moral
- Identify and describe characters, setting, and plot
- Ask and answer questions
- Describe the connection between a series of events or steps in a procedure
- Types of sentences
- Common nouns, proper nouns, plural nouns
- Conventions of language
- Write narrative and opinion pieces
- Participate in collaborative discussions

ACADEMIC VOCABULARY:

- Author
- Illustrator
- Genre
- Main idea
- Key details
- Characters
- Setting
- Plot
- Character traits
- Character point of view
- Text
- Passage
- Example
- Evidence
- Dialogue
- Fluency
- Syllables

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- Closed syllables
- VCe syllables
- Open syllables
- Consonant le syllables
- Vowels
- Consonants
- Sentence
- Phrase
- Statement
- Question
- Command
- Exclamation
- Nouns (common, proper, and plural)
- Punctuation
- Capitalization
- Narrative writing
- Paragraph
- Topic sentence
- Lead
- Detail sentences (elaboration)
- Concluding sentence
- Opinion writing
- Reasons

LITERARY TEXTS:

- The Mixed Up Chameleon
- Harcourt Science Book pages 38-47
- Benchmark Universe
- Henry and Mudge Under the Yellow Moon
- Henry and Mudge: The First Book of their Adventures
- Why Do the Leaves Change Color?
- Days with Frog and Toad
- Frog and Toad Are Friends
- Frogs and Toads
- Wilson Sat Alone
- Get Up and Go
- Chester's Way
- The Enormous Turnip
- Science Harcourt Book p. 74-79
- Benchmark Universe – Stone Soup
- Helping Out (Photo Essay)
- Science Harcourt Book - Making a Difference – pages 108-109
- Wildlife Rescue
- Mr. Putter and Tabby Fly the Plane
- Fantastic Flying Machines
- Will and Orv
- Hedgehog Bakes a Cake
- Recipe
- How to Make Ice Cream

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CONTENT UNITS

COURSE: English Language Arts

GRADE: 2

UNIT 2

THEME: Our World/Imagine That

ESSENTIAL QUESTIONS:

- How do strategic readers create meaning from informational and literary text?
- How does what readers read, influence how they should read?
- What strategies and resources do I use to figure out unknown vocabulary?
- What is this text really about?

UNIT OBJECTIVES:

- Syllable types (consonant le, vowel teams)
- Contractions
- Main idea
- Recount stories
- Overall structure of a story
- Determine central message, lesson, or moral
- Identify and describe characters, setting, and plot
- Ask and answer questions
- Describe the connection between a series of events or steps in a procedure
- Compare and contrast two or more versions of the same story
- Make inferences
- Plural nouns, collective nouns, possessive nouns
- Action verbs (present and past tense)
- Dialogue (quotation marks)
- Conventions of language
- Write narrative and informative pieces
- Participate in collaborative discussions
- Ask and answer questions about what a speaker says to clarify comprehension

ACADEMIC VOCABULARY:

- Author
- Illustrator
- Genre
- Fiction
- Nonfiction
- Main idea
- Key details
- Characters
- Setting
- Plot
- Character traits
- Character point of view
- Text

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- Passage
- Example
- Evidence
- Dialogue
- Fluency
- Syllables
- Closed syllables
- VCe syllables
- Open syllables
- Consonant le syllables
- Vowels
- Consonants
- Sentence
- Phrase
- Statement
- Question
- Command
- Exclamation
- Nouns (common, proper, plural, and possessive)
- Verbs
- Tense
- Punctuation
- Capitalization
- Narrative writing
- Paragraph
- Topic sentence
- Lead
- Detail sentences (elaboration)
- Concluding sentence
- Informative writing
- Facts

LITERARY TEXTS:

- Lemonade for Sale
- How to Make Lemonade
- Money Madness
- Aesop's Fables
- Aesop's Fables Reader's Theater
- Cinderella – Two versions of the story
- Johnny Appleseed (Play)
- Johnny Appleseed Heads West
- Johnny Appleseed
- Thanksgiving Week
- Samuel Eaton: A Day in the Life of a Pilgrim Boy
- Sarah Morton
- Watermelon Day
- Harcourt Science p. 48-49 Tomato Says, "Pass the Salt!"
- How to Build a Green House
- Pumpkin Fiesta

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- Seed, Sprout, Pumpkin Pie
- Second Place Steven
- Dear Mr. Blueberry
- Whales, The Gentle Giants
- Whales
- Polar Express
- World Holidays
- Silver Packages: An Appalachian Christmas Story

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CONTENT UNITS

COURSE: English Language Arts

GRADE: 2

UNIT 3

THEME: Neighborhood News/Imagine That

ESSENTIAL QUESTIONS:

- How do strategic readers create meaning from informational and literary text?
- What is this text really about?
- How does what readers read, influence how they should read?
- How does interaction with text provoke thinking and response?
- What strategies and resources do I use to figure out unknown vocabulary?

UNIT OBJECTIVES:

- Syllable types (vowel teams, prefixes, suffixes, r-controlled)
- Contractions
- Main idea
- Recount stories
- Overall structure of a story
- Determine central message, lesson, or moral
- Identify and describe characters, setting, and plot
- Ask and answer questions
- Describe the connection between a series of events or steps in a procedure
- Compare and contrast two or more versions of the same story
- Make inferences
- Use various text features to locate key facts or information
- Multiple-meaning words and domain specific vocabulary
- Describe how words and phrases supply rhythm and meaning
- Action verbs (present and past tense)
- Subject of a sentence
- Predicate of a sentence
- Adjectives
- Pronouns (subject, object)
- Dialogue (quotation marks)
- Conventions of language
- Write opinion and informative pieces
- Friendly letter
- Participate in collaborative discussions
- Ask and answer questions about what a speaker says to clarify comprehension

ACADEMIC VOCABULARY:

- Author
- Illustrator
- Genre
- Main idea
- Key details

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- Characters
- Setting
- Plot
- Character traits
- Character point of view
- Text
- Passage
- Example
- Evidence
- Dialogue
- Fluency
- Rhythm
- Syllables
- Closed syllables
- VCe syllables
- Open syllables
- R-controlled syllables
- Contractions
- Vowel teams
- Vowels
- Consonants
- Statement
- Question
- Command
- Exclamation
- Nouns (collective and possessive)
- Pronouns (subject and object)
- Verbs
- Adjectives
- Subject
- Predicate
- Punctuation
- Capitalization
- Narrative writing
- Friendly letter
- Paragraph
- Topic sentence
- Lead
- Detail sentences (elaboration)
- Concluding sentence
- Informative writing
- Opinion writing

LITERARY TEXTS:

- Poppleton in Winter
- Wonderful Winter
- The Mitten
- Pine Park Mystery
- Mona Lisa Mystery

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- Geranimo Stilton, Secret Agent
- Jimmy's Boa Ate the Wash
- Farm by Elisha Cooper
- Chickens In My Backyard
- Geranimo Stilton, Secret Agent (continued)
- Emperor's Egg
- Penguins by Gail Gibbons
- Trapped by the Ice!: Shackleton's Amazing Antarctic Adventure
- Good-Bye Curtis
- Inventions: Then and Now
- Town Mouse, Country Mouse
- Chinatown
- Tikki Tikki Tembo
- The Runaway Wok
- Max Found Two Sticks
- How to Make a Drum
- Drums and Drumming
- The Cat in the Hat
- The Lorax
- Horton Hears A Who
- Anthony Reynoso: Born to Rope
- Cowboys
- Armadillo Rodeo

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CONTENT UNITS

COURSE: English Language Arts

GRADE: 2

UNIT 4

THEME: Our World/Travel Time

ESSENTIAL QUESTIONS:

- How does what readers read, influence how they should read?
- How does interaction with text provoke thinking and response?
- What is this text really about?
- How do strategic readers create meaning from informational and literary text?
- What strategies and resources do I use to figure out unknown vocabulary?

UNIT OBJECTIVES:

- Syllable types (glued exceptions, silent letters, r-controlled, prefixes)
- Main idea
- Recount stories
- Overall structure of a story
- Determine central message, lesson, or moral
- Identify and describe characters, setting, and plot
- Ask and answer questions
- Describe the connection between a series of events or steps in a procedure
- Compare and contrast the most important points presented in two texts on the same topic
- Make inferences
- Use various text features to locate key facts or information
- Multiple-meaning words and domain specific vocabulary
- Describe how words and phrases supply rhythm and meaning
- Action verbs (present and past tense)
- Helping verbs
- Adverbs
- Subject of a sentence
- Predicate of a sentence
- Adjectives
- Pronouns (subject, object)
- Dialogue (quotation marks)
- Conventions of language
- Write opinion, narrative, and informative pieces
- Participate in collaborative discussions
- Ask and answer questions about what a speaker says to clarify comprehension
- Add drawings or other visual displays to presentations

ACADEMIC VOCABULARY:

- Author
- Illustrator
- Genre
- Main idea

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- Key details
- Characters
- Setting
- Plot
- Character traits
- Character point of view
- Text
- Passage
- Example
- Evidence
- Dialogue
- Fluency
- Rhythm
- Syllables
- Closed syllables
- VCe syllables
- Open syllables
- R-controlled syllables
- Contractions
- Vowel teams
- Vowels
- Consonants
- Statement
- Question
- Command
- Exclamation
- Nouns (collective and possessive)
- Pronouns (subject and object)
- Verbs
- Adjectives
- Subject
- Predicate
- Punctuation
- Capitalization
- Narrative writing
- Friendly letter
- Paragraph
- Topic sentence
- Lead
- Detail sentences (elaboration)
- Concluding sentence
- Informative writing
- Opinion writing

LITERARY TEXTS:

- Reader's Theater Henny Penny
- Reader's Theater Little Red Riding Hood
- The Three Silly Billies
- The Secret Life of Trees

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- Science Harcourt Book pages 100-107
- The Great Kapok Tree: Tale of the Amazon Rainforest
- Seed to Plant
- Science Harcourt Book pages 86-93
- Plants Bite Back
- Dinosaur's Travel
- Acropolis Adventure
- The Relatives Came
- Montigue on the High Seas
- Floods!
- Oceans
- Beginner's World Atlas
- Science Book Pages 126-135
- Discover Science: Maps and Mapping
- Beginner's World Atlas
- National Geographic Kids World Atlas
- A True Book: North America
- Ruth Law Thrills a Nation
- Amelia Earhart: Pioneer of the Sky
- Will and Orv
- Cool Ali
- Alexander and the Terrible, Horrible, No Good, Very Bad Day
- Art Around Us
- How I Spent My Summer Vacation
- Shipwreck on the Pirate Islands
- Vacation

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APPLICABLE TO ALL UNITS

INSTRUCTIONAL STRATEGIES & TOOLS:

- Anticipation guides
- Access and Conquer-Graphic Strategy
- Baseline information for text
- Class discussion
- Close Reading
(A close reading is a careful and purposeful reading. Close reading is one of the shifts in the CC that demands student focus on what the author has to say, the author's purpose, the text structure and the meaning of the author's chosen words.)
- Cooperative Learning
- Differentiated instruction
- Guided questioning
- Integrated technology and 21st century skills
- K/W/L's
- Marginal note questions
- Mnemonic devices
- Modeling
- Online resources
- Read/Evaluate/Write
- Read it, write it, link it
- Rituals as learning tools
- Think aloud
- Think/pair/share
- Thinking Maps

TEACHER CREATED MATERIALS:

- Double entry journals
- Graphic organizers
- Outlining
- Vocabulary journals
- Skill worksheets to introduce individual reading skills
- Charts
- Diagrams
- Excerpts
- Historical fiction
- Interviews
- Open ended questions
- Writing starters
- Discussion questions
- Picture starters

ASSESSMENTS:

Summative

- DIBELS Benchmark assessment

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- District assessments
- Portfolio
- Rubric
- ACCESS

Formative

- DIBELS Progress Monitoring
- Collaborative learning
- Graphic organizers
- Journals/logs
- KWL
- Teacher Observation

Diagnostic

- RGR – AS ADMINISTERED AND EVALUATED BY READING SPECIALISTS
- PAST – AS ADMINISTERED AND EVALUATED BY READING SPECIALISTS

REMEDIATION:

- Colored highlighters for focus
- Explicit modeling followed by systematic guided practice of each skill
- Focus modality approach (i.e. VAKT – visual auditory kinesthetic and tactile)
- Individual conferences
- One-on-one instruction
- Re-teaching challenging concepts to gain mastery
- SAS Portal
- Teachertube.com
- Word analysis mini lessons

ENRICHMENT:

- In-depth discussion and extended activities
- Individualized enriched vertical assignments and projects
- Extending skills to the next level of complexity

ELL Differentiation: Math & ELA Overlay: <http://pdesas.org/Page/Viewer/ViewPage/15>
ELL Differentiation Tool: <http://ell.eslportalpa.info/differentiation-tool/>

UTILIZATION OF SPECIALIZED STAFF AS NEEDED:

- ESL Teachers
- Guidance Counselors
- Librarian/Media Specialist
- Reading Specialists
- Instructional Support Teachers
- Related Arts Teachers
- Special Education Teachers

ADDITIONAL RESOURCES:

- Benchmark Universe
- Reading A-Z
- Study Dog

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- www.discoveryeducation.com
- www.brainpopjr.com
- www.youtube.com
- www.getepic.com
- www.shephardsoftware.com
- www.spellingcity.com

Grades 2-3 ELP Standards

Grades 2-3: Standards 1 and 2

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.1	<p>An ELL can . . .</p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a few key words and phrases <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> • identify some key words and phrases • identify the main topic or message/lesson <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> • identify the main topic or message • answer questions • retell some key details <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • determine the main idea or message • identify or answer questions about some key details that support the main idea/message • retell a variety of stories <p>from read-alouds, written texts, and oral presentations.</p>	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> • determine the main idea or message • tell how key details support the main idea • retell a variety of stories <p>from read-alouds, written texts, and oral communications.</p>
2-3.2	<p>An ELL can . . .</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<ul style="list-style-type: none"> • listen to and occasionally participate in short conversations • respond to simple yes/no and some wh- questions. <p>about familiar topics.</p>	<ul style="list-style-type: none"> • participate in short conversations, discussions, and written exchanges • take turns • respond to simple yes/no and wh- questions <p>about familiar topics.</p>	<ul style="list-style-type: none"> • participate in short discussions and written exchanges • follow the rules for discussion • ask questions to gain information or clarify understanding • respond to the comments of others • contribute his or her own comments <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> • participate in discussions, conversations, and written exchanges • follow the rules for discussion • ask and answer questions • build on the ideas of others • contribute his or her own ideas <p>about a variety of topics and texts.</p>	<ul style="list-style-type: none"> • participate in extended discussions, conversations, and written exchanges • follow the rules for discussion • ask and answer questions • build on the ideas of others • express his or her own ideas <p>about a variety of topics and texts.</p>

Grades 2-3: Standards 3, 4, and 5

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.3	<p>An ELL can . . .</p> <p>speak and write about grade-appropriate complex literary and informational texts and topics.</p>	<ul style="list-style-type: none"> communicate simple information <p>about familiar texts, topics, experiences, or events.</p>	<ul style="list-style-type: none"> deliver simple oral presentations compose written texts <p>about familiar texts, topics, experiences, or events.</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives compose informational texts <p>about familiar texts, topics, experiences, or events.</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written narratives compose informational texts <p>about a variety of texts, topics, experiences, or events.</p>	<ul style="list-style-type: none"> deliver oral presentations compose written narratives compose informational texts <p>about a variety of texts, topics, experiences, or events.</p>
2-3.4	<p>An ELL can . . .</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence.</p>	<ul style="list-style-type: none"> express an opinion <p>about a familiar topic.</p>	<ul style="list-style-type: none"> express an opinion <p>about a familiar topic or story.</p>	<ul style="list-style-type: none"> express an opinion give one or more reasons for the opinion <p>about a familiar topic or story.</p>	<ul style="list-style-type: none"> introduce a topic express opinions give several reasons for the opinions <p>about a variety of topics.</p>	<ul style="list-style-type: none"> introduce a topic express opinions give several reasons for the opinions provide a concluding statement <p>about a variety of topics.</p>
2-3.5	<p>An ELL can . . .</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems.</p>	<p>with prompting and support,</p> <ul style="list-style-type: none"> carry out short individual or shared research projects gather information from provided sources label information. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> carry out short individual or shared research projects recall information from experience gather information from provided sources record some information/observations in simple notes. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> carry out short individual or shared research projects recall information from experience gather information from provided sources record information/ observations in orderly notes. 	<p>with prompting and support,</p> <ul style="list-style-type: none"> carry out short individual or shared research projects, recall information from experience gather information from multiple sources sort evidence into provided categories. 	<ul style="list-style-type: none"> carry out short individual or shared research projects, recall information from experience gather information from multiple sources sort evidence into categories.

Grades 2-3: Standards 6, 7, and 8

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.6	An ELL can . . .	with prompting and support,	with prompting and support,			
	analyze and critique the arguments of others orally and in writing.	<ul style="list-style-type: none"> use a few frequently occurring words and phrases to identify a point an author or a speaker makes. 	<ul style="list-style-type: none"> identify a reason an author or a speaker gives to support the main point. 	<ul style="list-style-type: none"> tell how one or two reasons support the main point an author or a speaker makes. 	<ul style="list-style-type: none"> tell how one or two reasons support the specific points an author or a speaker makes. 	<ul style="list-style-type: none"> describe how reasons support the specific points an author or a speaker makes.
2-3.7	An ELL can . . .	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> show increasing awareness of differences between informal “playground speech” and language appropriate to the classroom use some words learned through conversations, reading, and being read to. 	<ul style="list-style-type: none"> compare examples of the formal and informal use of English (at Grade 3), use an increasing number of general academic and content-specific words in conversations and discussions. 	<ul style="list-style-type: none"> adapt language choices, as appropriate, to formal and informal contexts (at Grade 3), use a wider range of general academic and content-specific words in conversations and discussions. 	<ul style="list-style-type: none"> adapt language choices, as appropriate, to formal and informal contexts (at Grade 3), use a wide variety of general and content-specific academic words and phrases in conversations or in short written texts.
	adapt language choices to purpose, task, and audience when speaking and writing.					
2-3.8	An ELL can . . .	relying heavily on visual aids, context, and knowledge of morphology in his or her native language,	using context, visual aids, and knowledge of morphology in his or her native language,	using context, some visual aids, reference materials, and a developing knowledge of English morphology,	using context, some visual aids, reference materials, and an increasing knowledge of morphology (root words, some prefixes),	using context, reference materials, and morphology (e.g., root words, simple inflectional endings such as <i>-ed</i> , <i>-ing</i> , and some common prefixes),
	determine the meaning of words and phrases in oral presentations and literary and informational text.	<ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, simple phrases, and formulaic expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<ul style="list-style-type: none"> ask and answer questions about the meaning of frequently occurring words, phrases, and expressions <p>in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<ul style="list-style-type: none"> determine the meaning of less-frequently occurring words and phrases, content-specific words, and some idiomatic expressions <p>in oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.</p>	<ul style="list-style-type: none"> determine the meaning of less-frequently occurring words and phrases and some idiomatic expressions (at Grade 3) some general academic and content-specific vocabulary <p>in oral discourse, read-alouds, and written texts about a variety of topics, experiences, or events.</p>	<ul style="list-style-type: none"> determine the meaning of less-frequently occurring words, phrases, some idiomatic expressions (at Grade 3) some general academic and content-specific vocabulary <p>in oral presentations and written texts about a variety of topics, experiences, or events.</p>

Grades 2-3: Standards 9 and 10

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
2-3.9	An ELL can . . . create clear and coherent grade-appropriate speech and text.	with support (including context and visual aids), and using non-verbal communication, <ul style="list-style-type: none"> communicate simple information about an event or topic use a narrow range of vocabulary and syntactically simple sentences with limited control. 	with support (including visual aids and modeled sentences), <ul style="list-style-type: none"> communicate simple information about a topic recount two events in sequence use frequently occurring linking words (e.g., <i>and</i>, <i>then</i>) with emerging control. 	with support (including modeled sentences), <ul style="list-style-type: none"> present a few pieces of information about a topic recount a short sequence of events use common linking words (e.g., <i>and</i>, <i>but</i>, <i>next</i>, <i>after</i>) to connect ideas or events with developing control. 	with increasingly independent control, <ul style="list-style-type: none"> introduce an informational topic present facts about the topic recount a sequence of events, using temporal words (<i>before</i>, <i>after</i>, <i>soon</i>) use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect ideas or events. 	with independent control, <ul style="list-style-type: none"> introduce an informational topic present facts about the topic use temporal words to recount a coherent sequence of events, use linking words (e.g., <i>because</i>, <i>and</i>, <i>also</i>) to connect ideas and events provide a concluding statement about the topic.
2-3.10	An ELL can . . . make accurate use of standard English to communicate in grade-appropriate speech and writing.	with support (including context and visual aids), <ul style="list-style-type: none"> understand and use a small number of frequently occurring nouns and verbs respond to simple questions. 	with support (including visual aids and modeled sentences), <ul style="list-style-type: none"> recognize and use some frequently occurring collective nouns (e.g. <i>group</i>) recognize and use some frequently occurring verbs, adjectives, adverbs, and conjunctions produce simple sentences in response to prompts. 	with support (including modeled sentences), <ul style="list-style-type: none"> use some collective nouns use the past tense of some frequently occurring irregular verbs use some frequently occurring adjectives, adverbs, and conjunctions produce and expand simple and some compound sentences. 	<ul style="list-style-type: none"> use collective nouns use the past tense of frequently occurring irregular verbs use an increasing number of adjectives, adverbs, and conjunctions produce and expand simple, compound, and (at Grade 3) a few complex sentences. 	<ul style="list-style-type: none"> use collective and commonly occurring abstract nouns (e.g. <i>childhood</i>) use the past tense of frequently occurring irregular verbs use coordinating and commonly used subordinating conjunctions, adjectives, and adverbs produce and expand simple, compound, and (at Grade 3) some complex sentences.