

# 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

<b>COURSE:</b> English Language Arts	<b>GRADE:</b> 2
<b>STRAND:</b> Reading Informational Text	<b>TIME FRAME:</b> 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.

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

### COURSE STANDARDS

<b>COURSE: English Language Arts</b>	<b>GRADE: 2</b>
<b>STRAND: Reading Literature</b>	<b>TIME FRAME: Year-long</b>

### 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.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

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

PA CORE STANDARD
<p><b>1.4 Writing</b>  <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><b>Informative/Explanatory</b></p> <ul style="list-style-type: none"> <li>○ <u>CC.1.4.2.A</u>: Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>• <b>Focus</b> <ul style="list-style-type: none"> <li>○ <u>CC.1.4.2.B</u>: Identify and introduce the topic.</li> </ul> </li> <li>• <b>Content</b> <ul style="list-style-type: none"> <li>○ <u>CC.1.4.2.C</u>: Develop the topic with facts and/or definitions.</li> </ul> </li> <li>• <b>Organization</b> <ul style="list-style-type: none"> <li>○ <u>CC.1.4.2.D</u>: Group information and provide a concluding statement or section.</li> </ul> </li> <li>• <b>Style</b> <ul style="list-style-type: none"> <li>○ <u>CC.1.4.2.E</u>: Choose words and phrases for effect.</li> </ul> </li> <li>• <b>Conventions of Language</b> <ul style="list-style-type: none"> <li>○ <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"> <li>• Capitalize proper nouns.</li> <li>• Use commas and apostrophes appropriately.</li> <li>• Spell words drawing on common spelling patterns.</li> <li>• Consult reference material as needed.</li> </ul> </li> </ul> </li> </ul> <p><b>Opinion/Argumentative</b></p> <ul style="list-style-type: none"> <li>○ <u>CC.1.4.2.G</u>: Write opinion pieces on familiar topics or texts.</li> <li>• <b>Focus</b> <ul style="list-style-type: none"> <li>○ <u>CC.1.4.2.H</u>: Identify the topic and state an opinion.</li> </ul> </li> <li>• <b>Content</b> <ul style="list-style-type: none"> <li>○ <u>CC.1.4.2.I</u>: Support the opinion with reasons that include details connected to the opinion.</li> </ul> </li> <li>• <b>Organization</b> <ul style="list-style-type: none"> <li>○ <u>CC.1.4.2.J</u>: Create an organizational structure that includes reasons and includes a concluding statement.</li> </ul> </li> <li>• <b>Style</b> <ul style="list-style-type: none"> <li>○ <u>CC.1.4.2.K</u>: Use a variety of words and phrases to appeal to the audience.</li> </ul> </li> <li>• <b>Conventions of Language</b> <ul style="list-style-type: none"> <li>○ <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"> <li>• Capitalize proper nouns.</li> <li>• Use commas and apostrophes appropriately.</li> <li>• Spell words drawing on common spelling patterns.</li> <li>• Consult reference material as needed.</li> </ul> </li> </ul> </li> </ul> <p><b>Narrative</b></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.

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

### COURSE STANDARDS

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

### 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.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

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

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- 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

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- 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

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- 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

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

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

## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- 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

# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

## 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 21<sup>st</sup> 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](http://www.discoveryeducation.com)
- [www.brainpopjr.com](http://www.brainpopjr.com)
- [www.youtube.com](http://www.youtube.com)
- [www.getepic.com](http://www.getepic.com)
- [www.shephardsoftware.com](http://www.shephardsoftware.com)
- [www.spellingcity.com](http://www.spellingcity.com)

English Language Development Standard 1: English language learners communicate in English for  
**SOCIAL AND INSTRUCTIONAL** purposes within the school setting.  
**Grade Level: 2-3**

16.1.2-3		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	<b>16.1.2-3.1L</b> Position manipulatives or realia according to one-step oral commands to show spatial relations (e.g., Put the books on the table.)	<b>16.1.2-3.2L</b> Position manipulatives or realia according to multiple oral commands to show spatial relations (e.g., Put the cubes in a row across the paper.)	<b>16.1.2-3.3L</b> Follow oral directions verifying requests with cues from teachers or peers (e.g., Fold the paper in half and place it on your table the long way.)	<b>16.1.2-3.4L</b> Follow simple oral directions with visual or nonverbal support (e.g., Write your name on the top left-hand side of the paper.)	<b>16.1.2-3.5L</b> Follow sequence from multiple oral directions (e.g., Write your name on the top left-hand side of the paper, and then put the date on the top right-hand side.)	Not Applicable
	Reading	<b>16.1.2-3.1R</b> Match illustrations of school vocabulary with labels with visual supports (e.g., illustrated words wall; classroom labels).	<b>16.1.2-3.2R</b> Identify words imbedded in environmental print around classroom/school with a partner.	<b>16.1.2-3.3R</b> Follow illustrated directions containing school vocabulary.	<b>16.1.2-3.4R</b> Follow high frequency written directions on homework, assignments, and assistance, with peer or teacher assistance.	<b>16.1.2-3.5R</b> Follow written directions on homework, assignments, and assessments.	Not Applicable
PRODUCTIVE	Speaking	<b>16.1.2-3.1S</b> Give and ask for permission or make requests using single words or gestures to teacher or peers in classroom situations.	<b>16.1.2-3.2S</b> Give and ask for permission or make requests using short phrases to teacher or peers in classroom situations.	<b>16.1.2-3.3S</b> Give and ask for permission or make requests using sentences to teacher or peers in classroom situations.	<b>16.1.2-3.4S</b> Communicate with peers to join in activities or games	<b>16.1.2-3.5S</b> Negotiate solutions to problems, interpersonal misunderstandings and/or disputes with a partner.	Not Applicable
	Writing	<b>16.1.2-3.1W</b> Illustrate personal experiences with a partner.	<b>16.1.2-3.2W</b> Label illustrations of personal experiences with phrases and short sentences with a partner.	<b>16.1.2-3.3W</b> Participate in a shared writing activity about a common experience (e.g., field trip, guest speaker).	<b>16.1.2-3.4W</b> Write an email message using a picture dictionary.	<b>16.1.2-3.5W</b> Write in a dialogue journal about personal experiences using a picture dictionary or guided model.	Not Applicable

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.

**Grade Level: 2-3**

16.2.2-3		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	<b>16.2.2-3.1L</b> Answer questions about author’s point of view after listening to an illustrated poem with a list of cognates in a large group/whole class.	<b>16.2.2-3.2L</b> Answer questions about author’s point of view after listening to an illustrated poem with a list of cognates in triads.	<b>16.2.2-3.3L</b> Answer questions about author’s point of view after listening to an illustrated poem in a think-pair-share.	<b>16.2.2-3.4L</b> Answer questions about author’s point of view after listening to a poem in a think-pair-share.	<b>16.2.2-3.5L</b> Answer questions about author’s point of view after listening to a poem.	CC.1.2.3.D
	Reading	<b>16.2.2-3.1R</b> Match pictures of multiple meaning words (e.g., fly – insect, fly – verb) to print with teacher monitoring.	<b>16.2.2-3.2R</b> Point to the picture that demonstrates the multiple meaning word using visuals with simple sentences (e.g., I saw a bat; I hit the ball with a bat).	<b>16.2.2-3.3R</b> Point to the multiple meaning word using context clues in a sentence with a partner.	<b>16.2.2-3.4R</b> Identify the definition of multiple meaning words in a paragraph using a variety of strategies (e.g., context clues, dictionary) with a partner.	<b>16.2.2-3.5R</b> Determine or clarify the meaning of multiple-meaning words and phrases in a grade-level text using a variety of strategies (e.g., context clues, dictionary).	CC.1.2.3.K
PRODUCTIVE	Speaking	<b>16.2.2-3.1S</b> Identify how a character feels by selecting labeled pictures showing emotion.	<b>16.2.2-3.2S</b> Answer WH-questions about character traits from a story using pictures (e.g., angry, sad, scared) with teacher modeling.	<b>16.2.2-3.3S</b> Respond to questions in phrases or short sentences about the traits of the main character using sentences starters with a partner and a list of character traits.	<b>16.2.2-3.4S</b> Discuss the traits of a character using specific and some technical language using a list of character traits with a partner.	<b>16.2.2-3.5S</b> Describe characters in a story (e.g., their traits and feelings) in a group.	CC.1.3.3.C

16.2.2-3		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
PRODUCTIVE	Writing	<b>16.2.2-3.1W</b> Compare and contrast 'text to self' by sorting pictures onto a Venn Diagram with teacher modeling.	<b>16.2.2-3.2W</b> Compare and contrast 'text to self' using words, drawings or short phrases with a partner.	<b>16.2.2-3.3W</b> Compare and contrast 'text to self' using a variety of linking words (e.g. unlike; in common).	<b>16.2.2-3.4W</b> Compare and contrast 'text to self' in a paragraph using a pre-completed Venn diagram organizer, a list of compare or contrast linking words, and a paragraph frame.	<b>16.2.2-3.5W</b> Connect ideas in 'text to self' compare /contrast essays using linking words and phrases (e.g., similar to; in common; unlike) using a word bank and a pre-completed Venn diagram organizer.	CC.1.4.2.O CC.1.4.3.D

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**.

**Grade Level: 2-3**

16.3.2-3		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	<b>16.3.2-3.1L</b> Identify geometric figures with teacher prompts (e.g., Which is a square?)	<b>16.3.2-3.2L</b> Sort and classify figures (e.g., circles, triangles, quadrilateral) based on a teacher’s oral description of measurable attributes using manipulatives.	<b>16.3.2-3.3L</b> Draw a geometric figure based on its attributes from an oral description given a word bank of attributes and a graphic organizer of shapes.	<b>16.3.2-3.4L</b> Draw a geometric figure based on its attributes from an oral description with a partner.	<b>16.3.2-3.5L</b> Draw a geometric figure based on its attributes from an oral description.	CC.2.2.2.A.1 CC.2.3.3.A.1
	Reading	<b>16.3.2-3.1R</b> Match operation symbols to single words (e.g., add, subtract, multiply, divide).	<b>16.3.2-3.2R</b> Match operation symbols to phrases (e.g., less than, difference between, more than, equal group) with teacher modeling.	<b>16.3.2-3.3R</b> Given a simple word problem, identify the operation to use using a word/symbol conversion chart.	<b>16.3.2-3.4R</b> Match a word problem to a math sentence with a partner.	<b>16.3.2-3.5R</b> Create a math sentence using a story problem given a combination of symbols (+, −, ×, ÷, <, >, and =) and numbers.	CC.2.2.3.A.4
PRODUCTIVE	Speaking	<b>16.3.2-3.1S</b> Name the operations to be used to solve a simple math story problem in small groups using a chart or visuals.	<b>16.3.2-3.2S</b> Restate the steps of an operation to a partner using visuals or manipulatives with teacher modeling.	<b>16.3.2-3.3S</b> Describe the steps used in an operation to solve a math problem to a partner using visuals or manipulatives.	<b>16.3.2-3.4S</b> Discuss the operation necessary to solve a problem within a small group using visuals or manipulatives.	<b>16.3.2-3.5S</b> Justify the operation used to solve a math story problem.	CC.2.2.3.A.4



	<b>Writing</b>	<b>16.3.2-3.1W</b> Label the elements that comprise tables, charts or bar graphs in single words (e.g., vertical and horizontal axis, tally marks, labels).	<b>16.3.2-3.2W</b> Describe data shown in tables, charts or bar graphs in short phrases (e.g. smallest, goes up).	<b>16.3.2-3.3W</b> Describe data shown in tables, charts or bar graphs with cloze sentence frames.	<b>16.3.2-3.4W</b> Describe data shown in tables, charts or bar graphs using multiple independent sentences with a guided model.	<b>16.3.2-3.5W</b> Interpret data shown in tables, charts or bar graphs using paragraphs with a guided model.	CC.2.4.2.A.4 CC.2.4.3.A.4
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English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**.

**Grade Level: 2-3**

16.4.2-3		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
<b>RECEPTIVE</b>	<b>Listening</b>	<b>16.4.2-3.1L</b> Select appropriate clothing after listening to a weather report in first language and English.	<b>16.4.2-3.2L</b> Select appropriate clothing after viewing a video weather report multiple times.	<b>16.4.2-3.3L</b> Select appropriate clothing after viewing a video weather report twice.	<b>16.4.2-3.4L</b> Select appropriate clothing after viewing a video weather report with guided questions.	<b>16.4.2-3.5L</b> Select appropriate clothing after viewing a video weather report.	3.3.3.A5
	<b>Reading</b>	<b>16.4.2-3.1R</b> Sort labeled pictures of clothing, shelter and food on a graphic organizer with teacher modeling.	<b>16.4.2-3.2R</b> Match labeled pictures of tools to sentence strips describing a final product (e.g., match thresher to 'This tool cuts wheat.')	<b>16.4.2-3.3R</b> Identify the tool used to provide food, clothing, or shelter after reading visually supported paragraph with a partner.	<b>16.4.2-3.4R</b> Identify the tools used to provide food, clothing, or shelter after reading an adapted text.	<b>16.4.2-3.5R</b> Identify the tools used to provide food, clothing, or shelter after reading a grade-level informational text with a picture dictionary.	3.4.3.B4

<b>PRODUCTIVE</b>	<b>Speaking</b>	<b>16.4.2-3.1S</b> Describe the size, shape, weight, color, texture and feel of an object using words or short phrases in first language and English.	<b>16.4.2-3.2S</b> Describe the size, shape, weight, color, texture and feel of an object in related phrases or short sentences using a word bank with a partner.	<b>16.4.2-3.3S</b> Compare objects based on size, shape, weight, color, texture and feel using multiple, expanded sentences with realia and sentence starters (This ___ is heavier than that one, but ___).	<b>16.4.2-3.4S</b> Compare objects based on size, shape, weight, color, texture and feel using multiple expanded sentences with a partner.	<b>16.4.2-3.5S</b> Compare and contrast the properties of various objects using technical language and multiple, expanded sentences with a partner.	3.2.3.A1
	<b>Writing</b>	<b>16.4.2-3.1W</b> Sequence the life cycle of a plant or animal using labeled pictures.	<b>16.4.2-3.2W</b> Label the life cycle of a plant or animal on a diagram with a word bank.	<b>16.4.2-3.3W</b> Describe the life cycle of a plant or animal in sentence form using a graphic organizer.	<b>16.4.2-3.4W</b> Describe the life cycle of a plant or animal in multiple related sentences with a visually supported guided model.	<b>16.4.2-3.5W</b> Elaborate on plant or animals life cycles (e.g., birth, development, reproduction) using paragraph frames.	3.1.3.A3

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**.

**Grade Level: 2-3**

16.5.2-3		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
<b>RECEPTIVE</b>	<b>Listening</b>	<b>16.5.2-3.1L</b> Identify symbols in a map key in response to teacher prompts (e.g., Where is the hospital?)	<b>16.5.2-3.2L</b> Match pictures of labeled illustrations to map key symbols from oral description with a partner.	<b>16.5.2-3.3L</b> Locate places on a map follow multi-step directions from oral instructions with a partner.	<b>16.5.2-3.4L</b> Follow multi-step directions using a map key given oral instructions from a narrator in a small group.	<b>16.5.2-3.5L</b> Construct a map with a map key given oral instructions from a partner.	7.1.2.A 7.1.3.A

16.5.2-3		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
	Reading	<b>16.5.2-3.1R</b> Match pictures of physical processes to words with teacher support.	<b>16.5.2-3.2R</b> Match cause and effect of basic physical processes using labeled before/after pictures (e.g., river and canyon) with a partner.	<b>16.5.2-3.3R</b> Identify cause and effect of basic physical processes after reading an adapted text using a graphic organizer (e.g., cause and effect or cycle chart) with visual support (illustrated word bank or word wall).	<b>16.5.2-3.4R</b> Identify cause and effect of basic physical processes after reading an adapted text using a graphic organizer (e.g., cause and effect or cycle chart).	<b>16.5.2-3.5R</b> Identify cause and effect of basic physical processes after reading a grade-level text using a graphic organizer (e.g., cause and effect or cycle chart) with a picture dictionary.	7.2.2.B 7.2.3.B
PRODUCTIVE	Speaking	<b>16.5.2-3.1S</b> Name pictures of needs (e.g., water, house) and wants (e.g., fancy backpack, expensive shoes) with teacher modeling and prompts.	<b>16.5.2-3.2S</b> Ask WH- questions about needs and wants with visual support (e.g., labeled flash cards, illustrated word bank).	<b>16.5.2-3.3S</b> Compare/contrast personal needs and wants with a partner using sentence frames.	<b>16.5.2-3.4S</b> Compare/contrast personal needs and wants with a partner.	<b>16.5.2-3.5S</b> Justify opinion on personal needs/wants with rehearsal time.	6.1.2.A 6.1.3.A
PRODUCTIVE	Writing	<b>16.5.2-3.1W</b> Illustrate a personal experience with conflict and resolution.	<b>16.5.2-3.2W</b> Illustrate and label with words phrases a personal experience with conflict and resolution with an illustrated word bank or picture dictionary.	<b>16.5.2-3.3W</b> Describe a personal experience with conflict and resolution using a combination of pictures and sentences using sentence frames and/or a picture dictionary.	<b>16.5.2-3.4W</b> Describe a personal experience of conflict and how it was resolved with paragraph frames and a picture dictionary.	<b>16.5.2-3.5W</b> Analyze an historical conflict or disagreement and the way in which it was resolved with paragraph frames or a graphic organizer.	5.2.2.B 5.2.3.B 8.2.2.D 8.2.3.D