

LANGUAGE ARTS – PLANNED COURSE OUTLINE
Avon Grove School District

Standard 1.1 Learning to Read Independently

Grade: 2

Pennsylvania Benchmarks Early Childhood Learning Continuum Indicators	Student Learning Objectives	Instructional Strategies	Resources & Assessments PLE Professional Resource Library; LA Assessment Binder
<p>Purpose for Reading</p> <p>A. Identify the types of various texts (e.g., literary, informational).</p>	<ul style="list-style-type: none"> • Raises questions, locates reading materials, and understands book structure independently • Produce work in one form of genre and use identified conventions of the genre. 	Read Aloud (modeling) Reading Workshop Interactive/guided reading Sustained Silent Reading DEAR (Drop Everything and Read) Genre studies Writing Workshop <i>See the PLE Language Arts Notebook and the Stages Resource Guide for specific instructional strategies.</i>	<p>Assessments PLE Reading Progress Sheets Stages 9 and 10 (Comprehension and Reading Habit) PLE Writing Stages (from PA Writing Domain Rubric)</p> <p>Resources Fountas & Pinnell Leveled Text (fiction & nonfiction) Now I Get It! Kit(Mondo) PLE Library Classroom Library Read-at-Home Crates</p>
<p>Previewing</p> <p>B. Preview text formats to identify title, author, chapters, and table of contents.</p>	<ul style="list-style-type: none"> • Raises questions, locates reading materials, and understands book structure independently • Identify title, author, chapters, and table of contents 	Read Aloud Reading Workshop Interactive/guided reading Sustained Silent Reading DEAR (Drop Everything and Read) Genre studies <i>See the PLE Language Arts Notebook and the Stages Resource Guide for specific instructional strategies.</i>	<p>Assessments PLE Reading Progress Sheets Stages 9 and 10 (Comprehension, Reading Habit)</p> <p>Resources Fountas & Pinnell Leveled Text (fiction & nonfiction) Now I Get It! Kit(Mondo) PLE Library Classroom Library Read-at-Home Crates</p>

<p>Decoding and Meaning</p> <p>C. Use knowledge of structural features of spoken and written language and use word analysis, picture and context clues to decode and understand words.</p> <ul style="list-style-type: none"> • Read multi-syllable words and high frequency sight words. • Use initial, medial, and final sounds to decode unknown words. • Use knowledge of letter-to-sound correspondence and familiar spelling patterns to read unknown words. • Read compound words, contractions, possessives, and words with inflectional endings. • Categorize words based on sound/symbol representations and syllable configuration. • Use the knowledge of advanced letter/sound correspondence and word structure to decode words. • Segment and blend phonetic elements to decode unknown words (e.g., special vowel spellings, word endings, diphthongs). • Produce speech sounds that correspond to written letter combinations for advanced phonetic elements (e.g., vowel combinations and diphthongs) • Produce a series of rhyming words including words with blends. • Produce the sounds that correspond to frequently used vowel diphthongs and digraphs. • Use syllabication to read multi- 	<ul style="list-style-type: none"> • Read high frequency sight words • Decode using previously learned phonetic elements and strategies • Use open syllables • Use r - controlled vowels (ar, er, ir, or, ur) • Use long vowel pattern (teams- ai, ay, oa, oe, ea, ee, ie ,ey) • Use ending consonant patterns (-le, -dge) • Use decoding strategies along with context clues when reading text • Read compound words • Recognize that words can have more than one syllable • Investigate language patterns • Investigate word patterns 	<p>Reading Workshop Interactive/guided reading <i>Project Read</i> Vocabulary study Language investigations Word Wall <i>Making Words</i></p> <p><i>See the PLE Language Arts Notebook and the <u>Stages Resource Guide</u> for specific instructional strategies.</i></p>	<p>Assessments PLE Reading Progress Sheets Stages 9 and 10 (Phonics)</p> <p>PLE Running Records Level J, K, L and M Benchmark Books <i>Names Test</i> Teacher Observation</p> <p>Resources Leveled Text (fiction & nonfiction) <i>Project Read</i> <i>Making Words</i></p>
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<p>syllabic words.</p> <ul style="list-style-type: none"> Use phonetic elements to decode and encode unfamiliar words. 			
<p>Monitoring Understanding</p> <p>D. Read text using self-monitoring comprehension strategies (e.g., predict, revise predictions, self-question, reread and clarify for meaning).</p> <ul style="list-style-type: none"> Use text to monitor and revise predictions as needed. Reread and self-correct comprehension errors 	<ul style="list-style-type: none"> Understand text by retelling and answering literal questions <ul style="list-style-type: none"> Student organizes story elements into a written retelling. Student also responds to teacher’s text-based (literal) questions to fill in any gaps in retellings. Interpret text by predicting, wondering and answering inferential questions <ul style="list-style-type: none"> Student predicts throughout the text and revises prediction as necessary. Student wonders (asks questions) and suggests responses. Student responds in written sentences to inferential questions. Student uses specific text examples to support inferences. Respond to text by connecting, evaluating and answering critical analysis questions <ul style="list-style-type: none"> Student connects text to self and other text. Student evaluates text by making judgments and stating opinions. Student responds in written sentences to critical analysis questions. Student uses specific text examples to support ideas. 	<p>Read Aloud Reading Workshop Interactive/guided reading Literature Circles <i>GO! Chart</i> <i>Now I Get It! (Mondo)</i> Student-Centered Discussion Sustained Silent Reading</p> <p><i>See the PLE Language Arts Notebook and the <u>Stages Resource Guide</u> for specific instructional strategies.</i></p>	<p>Assessments PLE Reading Progress Sheets Stages 9 and 10 (Comprehension)</p> <p>PLE Comprehension Rubric, Stages 9 and 10</p> <p>Level J, K, L and M Benchmark Books</p> <p>Resources Big Books Leveled Text (fiction & nonfiction) Trade Books <i>Now I Get It!</i> Kit (Mondo) Books on Tape Browsing Boxes Graphic Organizers</p>

<p>Vocabulary Development</p> <p>E. Acquire a reading vocabulary by identifying and correctly using words (e.g., high-frequency words, synonyms, antonyms, categories of words). Use a dictionary when appropriate.</p> <ul style="list-style-type: none"> Determine meaning of unknown words as they are encountered in books and text. 	<ul style="list-style-type: none"> Increase and expand sight words Use context and picture clues to identify unknown words independently Understand words and categorize words such as synonyms/antonyms, parts of speech (nouns, verbs, adjectives) and by concept Use a dictionary when appropriate 	<p>Read Aloud Reading Workshop Interactive/guided reading Literature Circles <i>GO! Chart</i> <i>Now I Get It! (Mondo)</i> Student-Centered Discussion Sustained Silent Reading Vocabulary Lessons</p> <p><i>See the PLE Language Arts Notebook and the <u>Stages Resource Guide</u> for specific instructional strategies.</i></p>	<p>Assessments PLE Reading Progress Sheets Stages 9 and 10 (Word Recognition/Vocabulary)</p> <p>High Frequency Word List PLE Running Records Level J, K, L and M Benchmark Books Teacher Observation</p> <p>Resources Leveled Text (fiction & nonfiction) Trade Books Classroom Library <i>Now I Get It (Mondo)</i> Nonfiction Book Room Reading Strategies Book Mark Scholastic Student Dictionary Graphic Organizers Word Wall</p>
<p>Subject Area Vocabulary</p> <p>F. Understand new vocabulary learned in various subject areas.</p> <ul style="list-style-type: none"> Use new vocabulary and grammatical construction in different context. 	<ul style="list-style-type: none"> Use context and picture clues to identify unknown words independently. Continue to read and understand content words. Understand words and categorize words such as synonyms/antonyms, parts of speech (nouns, verbs, adjectives) and by concept. Use a dictionary when appropriate. 	<p>Read Aloud Reading Workshop Interactive/guided reading Literature Circles <i>GO! Chart</i> <i>Now I Get It! (Mondo)</i> Student-Centered Discussion Sustained Silent Reading Vocabulary Lessons</p> <p><i>See the PLE Language Arts Notebook and the <u>Stages Resource Guide</u> for specific instructional strategies.</i></p>	<p>Assessments PLE Reading Progress Sheets Stages 9 and 10 (Word Recognition/Vocabulary) High Frequency Word List PLE Running Records Level J, K, L and M Benchmark Books Teacher Observation</p> <p>Resources Leveled Text (nonfiction) Trade Books Classroom Library <i>Now I Get It (Mondo)</i> Nonfiction Book Room Reading Strategies Book Mark Scholastic Student Dictionary Graphic Organizers Word Wall</p>

<p>Text Differences</p> <p>G. Explain the differences between fiction and nonfiction text.</p> <ul style="list-style-type: none"> • Retell or summarize major ideas, sequence and themes of text. • Describe the major ideas and theme of a story. • Connect the new information in text to known information. • Answer and construct text-based questions to clarify understanding through discussion. • Reread passages to clarify ideas. • Support answers and conclusions by citing key words from the text as evidence. 	<ul style="list-style-type: none"> • Understand text by retelling and answering literal questions <ul style="list-style-type: none"> • Student organizes story elements into a written retelling. • Student also responds to teacher's text-based (literal) questions to fill in any gaps in retellings. • Interpret text by predicting, wondering and answering inferential questions <ul style="list-style-type: none"> • Student predicts throughout the text and revises prediction as necessary. • Student wonders (asks questions) and suggests responses. • Student responds in written sentences to inferential questions. • Student uses specific text examples to support inferences. • Respond to text by connecting, evaluating and answering critical analysis questions <ul style="list-style-type: none"> • Student connects text to self and other text. • Student evaluates text by making judgments and stating opinions. • Student responds in written sentences to critical analysis questions. • Student uses specific text examples to support ideas. 	<p>Read Aloud Retelling Lessons Reading Workshop Interactive/guided reading Literature Circles <i>GO! Chart</i> <i>Now I Get It! (Mondo)</i> Student-Centered Discussion Sustained Silent Reading Vocabulary Lessons</p> <p><i>See the PLE Language Arts Notebook and the <u>Stages Resource Guide</u> for specific instructional strategies.</i></p>	<p>Assessments PLE Reading Progress Sheets Stages 9 and 10 (Comprehension)</p> <p>PLE Comprehension Rubric, Stages 9 and 10</p> <p>Level J, K, L and M Benchmark Books</p> <p>Resources Big Books Leveled Text (fiction & nonfiction) Trade Books <i>Now I Get It</i> Kit (Mondo) Books on Tape Browsing Boxes Graphic Organizers</p>
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<p>Fluency & Comprehension</p> <p>H. Demonstrate fluency in reading and answer comprehension questions based on material read.</p> <ul style="list-style-type: none"> • Read familiar passages aloud. • Self-correct mistakes from selected text. • Use appropriate rhythm and pronunciation when reading. • Read a variety of genres. • Demonstrate comprehension through paraphrasing, answering, and forming questions. • Apply information and connections from reading. 	<ul style="list-style-type: none"> • Read unfamiliar stories independently and with fluency for a variety of purposes • Understands text by retelling and answering literal questions <ul style="list-style-type: none"> • Student organizes story elements into a written retelling. • Student also responds to teacher’s text-based (literal) questions to fill in any gaps in retellings. • Interpret text by predicting, wondering and answering inferential questions <ul style="list-style-type: none"> • Student predicts throughout the text and revises prediction as necessary. • Student wonders (asks questions) and suggests responses. • Student responds in written sentences to inferential questions. • Student uses specific text examples to support inferences. • Responds to text by connecting, evaluating and answering critical analysis questions <ul style="list-style-type: none"> • Student connects text to self and other text. • Student evaluates text by making judgments and stating opinions. • Student responds in written sentences to critical analysis questions. • Student uses specific text examples to support ideas. 	<p>Read Aloud Fluency Lessons Reading Workshop Interactive/guided reading Literature Circles <i>GO! Chart</i> <i>Now I Get It! (Mondo)</i> Student-Centered Discussion Sustained Silent Reading Vocabulary Lessons Genre studies</p> <p><i>See the PLE Language Arts Notebook and the Stages Resource Guide for specific instructional strategies.</i></p>	<p>Assessments PLE Reading Progress Sheets Stages 9 and 10 (Fluency and Compr</p> <p>PLE Running Records/Rate Guide Level J, K, L and M Benchmark Books</p> <p>Resources Leveled Text (fiction & nonfiction) Trade Books Books on Tape Browsing Boxes Read-at-Home Crate <i>Read Naturally</i></p>
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LANGUAGE ARTS – PLANNED COURSE OUTLINE
Avon Grove School District

Standard 1.2 Reading Critically in All Content Areas

Grade: 2

<p style="text-align: center;">Pennsylvania Benchmarks <i>Early Childhood Learning</i> <i>Continuum Indicators</i></p>	<p style="text-align: center;">Student Learning Objectives</p>	<p style="text-align: center;">Instructional Strategies</p>	<p style="text-align: center;">Resources & Assessments PLE Professional Resource Library; <i>LA</i> <i>Assessment Binder</i></p>
<p>Read to Understand</p> <p>A. Read and understand essential content of informational texts.</p> <ul style="list-style-type: none"> • Identify facts and opinions within text. • Identify essential and non-essential information in a text. • Make inferences and draw conclusions from a variety of reading materials. • Describe the organizational structures of text and indicate significance to information. 	<ul style="list-style-type: none"> • Understand text by retelling and answering literal questions <ul style="list-style-type: none"> • Student organizes story elements into a written retelling. • Student also responds to teacher’s text-based (literal) questions to fill in any gaps in retellings. • Interpret text by predicting, wondering and answering inferential questions <ul style="list-style-type: none"> • Student predicts throughout the text and revises prediction as necessary. • Student wonders (asks questions) and suggests responses. • Student responds in written sentences to inferential questions. • Student uses specific text examples to support inferences. • Respond to text by connecting, evaluating and answering critical analysis questions <ul style="list-style-type: none"> • Student connects text to self and other text. • Student evaluates text by making judgments and stating opinions. 	<p>Read Aloud – Informational Texts Reading Workshop Interactive/guided reading Literature Circles <i>GO! Chart</i> <i>Now I Get It! (Mondo)</i> Student-Centered Discussion Sustained Silent Reading Vocabulary Lessons Graphic Organizers such as KWL, Venn diagrams, etc.</p> <p><i>See the PLE Language Arts Notebook and the Stages Resource Guide for specific instructional strategies.</i></p>	<p>Assessments PLE Reading Progress Sheets Stages 9 and 10 (Comprehension)</p> <p>Resources Big Books Leveled Text (nonfiction) Trade Books <i>Now I Get It</i> Kit (Mondo) Books on Tape Browsing Boxes Graphic Organizers Literature Circle Wheel</p>

	<ul style="list-style-type: none"> • Student responds in written sentences to critical analysis questions. • Student uses specific text examples to support ideas. 		
<p>Media</p> <p>B. Identify and use a variety of media to gain information and evaluate quality of information gained.</p> <ul style="list-style-type: none"> • Use electronic media to develop illustrations and text-based stories based on subject content. • Access appropriate type of media for specific task. • Identify and discuss different techniques in television programs and discuss and evaluate facts and misleading information. • Assess the quality of different types of media projects. 	<ul style="list-style-type: none"> • Identify and use a variety of media to gain information (e.g., computer, tape recorder, television, videos, filmstrips, films). 	<p>Integrated use of media throughout all instructional areas</p> <p>Writing Workshop:</p> <ul style="list-style-type: none"> • prewriting, • writing, • revising, • editing, • publishing <p><i>See the PLE Language Arts Notebook and the Stages Resource Guide for specific instructional strategies.</i></p>	<p>Assessment Teacher Observation</p> <p>Resources Smart Boards Alpha Smarts Mobile Laptops Carts United Streaming PLE Computer Lab PLE Library Digital Cameras Digital Video Camera Books on Tape Computer Software</p>
<p>Genre Conventions</p> <p>C. Produce work in one form of genre (e.g., biographies, poems, tales, mysteries, fables) and use identified conventions of the genre.</p>	<ul style="list-style-type: none"> • Produce work in one form of genre and use identified conventions of the genre. 	<p>Writing Workshop:</p> <ul style="list-style-type: none"> • prewriting, • writing, • revising, • editing, • publishing <p><i>See the PLE Language Arts Notebook and the Stages Resource Guide for specific instructional strategies.</i></p>	<p>Assessments PLE Writing Stages (from PA Writing Domain Rubric)</p> <p>Resources Graphic Organizers Writing Wheel Student Writing Goal Sheets Writing Domain Resource Library Visiting Author/Illustrator Publishing Center Word Wall Editing Checklist Scholastic Dictionary PLE Spelling Curriculum</p>

LANGUAGE ARTS – PLANNED COURSE OUTLINE
Avon Grove School District

Standard 1.3 Reading, Analyzing and Interpreting Literature

Grade: 2

<p style="text-align: center;">Pennsylvania Benchmarks <i>Early Childhood Learning Continuum Indicators</i></p>	<p style="text-align: center;">Student Learning Objectives</p>	<p style="text-align: center;">Instructional Strategies</p>	<p style="text-align: center;">Resources & Assessments PLE Professional Resource Library; <i>LA Assessment Binder</i></p>
<p>Read Literature</p> <p>A. Read and discuss similarities and differences in a variety of works of literature.</p>	<ul style="list-style-type: none"> Read and discuss similarities and differences in a variety of works of literature 	<p>Read Aloud Reading Workshop Interactive/guided reading Literature Circles Student-Centered Discussion Genre and Author Studies Sustained Silent Reading Graphic Organizers</p>	<p>PLE Reading Progress Sheets</p> <p>PLE Comprehension Rubric, Stages 9 and 10 Level J, K, L and M Benchmark Books</p> <p>Resources Big Books Leveled Text (fiction & nonfiction) Trade Books <i>Now I Get It</i> Kit (Mondo) Books on Tape Browsing Boxes Graphic Organizers</p>
<p>Literary Elements</p> <p>B. Identify literary elements in stories including characters, settings, and plot.</p>	<ul style="list-style-type: none"> Understand text by retelling and answering literal questions Organize story elements into a written retelling 	<p>Read Aloud Retelling Lessons Reading Workshop Interactive/guided reading Literature Circles Student-Centered Discussion Sustained Silent Reading Graphic Organizers</p>	<p>Assessments PLE Reading Progress Sheets PLE Comprehension Rubric, Stages 9 and 10 Level J, K, L and M Benchmark Books</p> <p>Resources Big Books Leveled Text (fiction & nonfiction) Trade Books <i>Now I Get It</i> Kit (Mondo) Books on Tape Browsing Boxes Graphic Organizers Literature Circle Wheel</p>

<p>Literary Devices</p> <p>C. Identify literary devices in stories (e.g., rhyme, rhythm, repetition and patterns).</p>	<ul style="list-style-type: none"> • Identify literary devices in stories <ul style="list-style-type: none"> • Rhyme • Rhythm • Repetition • Patterns 	<p>Read Aloud Reading Workshop Interactive/guided reading Author Study</p>	<p>Assessments Teacher Observation</p> <p>Resources Big Books Leveled Text (fiction & nonfiction) Trade Books <i>Now I Get It</i> Kit (Mondo) Books on Tape Browsing Boxes Graphic Organizers Literature Circle Wheel</p>
<p>Poetry Structures</p> <p>D. Recognize the structures in poetry (e.g., pattern books, predictable books, nursery rhymes).</p>	<ul style="list-style-type: none"> • Recognize the structures in poetry <ul style="list-style-type: none"> • Rhyme • Free verse • Recognize poetry terms such as: <ul style="list-style-type: none"> • Rhyme • Line • Stanza 	<p>Poetry Study – Reading and Writing Workshops Readers’ Theatre</p> <p><i>See the PLE Language Arts Notebook and the Stages Resource Guide for specific instructional strategies</i></p>	<p>Assessments <i>Teacher Observation</i></p> <p>Resources Poetry Regie Routman’s Poetry Guide – Grade 2 Big Books Leveled Text (fiction & nonfiction) Trade Books <i>Now I Get It</i> Kit (Mondo) Books on Tape Browsing Boxes Graphic Organizers</p>
<p>Drama Structures</p> <p>E. Recognize the structures in drama including story, acts, and scenes.</p>	<ul style="list-style-type: none"> • Recognize the structures in drama including <ul style="list-style-type: none"> • story • acts • scenes • dialogue 	<p>Read Aloud Reading Workshop Interactive/guided reading Readers’ Theatre</p> <p><i>See also: Creative Movement Special’s curriculum</i></p>	<p>Assessments <i>Teacher Observation</i></p> <p>Resources Big Books Leveled Text (fiction & nonfiction) Trade Books <i>Now I Get It</i> Kit (Mondo) Books on Tape Browsing Boxes Graphic Organizers Plays Readers’ Theater</p>

<p>Types of Text</p> <p>F. Read and comprehend both nonfiction and fiction.</p>	<ul style="list-style-type: none"> • Understand text by retelling and answering literal questions <ul style="list-style-type: none"> • Student organizes story structures into a written retelling. • Student also responds to teacher’s text-based (literal) questions to fill in any gaps in retellings. • Interpret text by predicting, wondering and answering inferential questions. <ul style="list-style-type: none"> • Student predicts throughout the text and revises prediction as necessary. • Student wonders (asks questions) and suggests responses. • Student responds in written sentences to inferential questions. • Student uses specific text examples to support inferences. • Respond to text by connecting, evaluating and answering critical analysis questions. <ul style="list-style-type: none"> • Student connects text to self and other text. • Student evaluates text by making judgments and stating opinions. • Student responds in written sentences to critical analysis questions. • Student uses specific text examples to support ideas. 	<p>Read Aloud Reading Workshop Interactive/guided reading Literature Circles <i>GO! Chart</i> <i>Now I Get It! (Mondo)</i> Student-Centered Discussion Sustained Silent Reading</p> <p><i>See the PLE Language Arts Notebook and the <u>Stages Resource Guide</u> for specific instructional strategies.</i></p>	<p>Assessments PLE Reading Progress Sheets</p> <p>PLE Comprehension Rubric, Stages 9 and 10 Level J, K, L and M Benchmark Books</p> <p>Resources Big Books Leveled Text (fiction & nonfiction) Trade Books <i>Now I Get It!</i> Kit (Mondo) Books on Tape Browsing Boxes Graphic Organizers</p>
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LANGUAGE ARTS – PLANNED COURSE OUTLINE
Avon Grove School District

Standard 1.4 Types of Writing

Grade: 2

Pennsylvania Benchmarks <i>Early Childhood Learning Continuum Indicators</i>	Student Learning Objectives	Instructional Strategies	Resources & Assessments PLE Professional Resource Library; LA Assessment Binder
<p>Narrative</p> <p>A. Write narrative pieces including stories and poems.</p> <ul style="list-style-type: none"> • Include basic descriptions of people, places, and things in writing. • Use illustrations to accompany writing. • Include plot elements in writing. 	<ul style="list-style-type: none"> • Produce work in one form of genre that has been studied in Reading Workshop and use identified conventions of the genre. <p>(See Standard 1.2 – Grade 2)</p> <p>Narrative</p> <ul style="list-style-type: none"> • Personal narrative • Fiction stories • Poems 	<p>Writing Workshop:</p> <ul style="list-style-type: none"> • prewriting, • writing, • revising, • editing, • publishing <p>Journal writing</p> <p><i>See the PLE Language Arts Notebook, the Stages Resource Guide and the PLE Writing Guide for specific instructional strategies.</i></p>	<p>Assessments</p> <p>PLE Writing Stages (from PA Writing Domain Rubric)</p> <p>Resources</p> <p>PLE Writing Guide Now I Get It Kit (Mondo) Graphic Organizers Visiting Author/Illustrator Writing Workshop Wheel Trade Books Writing Domains Resource Library</p>
<p>Informational</p> <p>B. Write an informational paragraph about a specified topic (ie letters, reports, descriptions, instructions) using illustrations when relevant.</p>	<ul style="list-style-type: none"> • Produce work in one form of genre that has been studied in Reading Workshop and use identified conventions of the genre. <p>(See Standard 1.2 – Grade 2)</p> <p>Informational</p> <ul style="list-style-type: none"> • Several sentences about a topic that has been researched 	<p>Writing Workshop:</p> <ul style="list-style-type: none"> • prewriting, • writing, • revising, • editing, • publishing <p>Journal writing</p> <p><i>See the PLE Language Arts Notebook, the Stages Resource Guide and the PLE Writing Guide for specific instructional strategies.</i></p>	<p>Assessments</p> <p>PLE Writing Stages (from PA Writing Domain Rubric)</p> <p>Resources</p> <p>PLE Writing Guide Now I Get It Kit (Mondo) Graphic Organizers Visiting Author/Illustrator Writing Workshop Wheel Trade Books Writing Domains Resource Library</p>

<p>Persuasive</p> <p>C. State an opinion and support it with facts.</p>	<ul style="list-style-type: none"> Produce work in one form of genre that has been studied in Reading Workshop and use identified conventions of the genre. <p>(See Standard 1.2 – Grade 2)</p> <p>Persuasive</p> <ul style="list-style-type: none"> Letter 	<p>Writing Workshop:</p> <ul style="list-style-type: none"> prewriting, writing, revising, editing, publishing <p>Journal writing</p> <p><i>See the PLE Language Arts Notebook, the <u>Stages Resource Guide</u> and the PLE Writing Guide for specific instructional strategies.</i></p>	<p>Assessments</p> <p>PLE Writing Stages (from PA Writing Domain Rubric)</p> <p>Resources</p> <p>PLE Writing Guide <i>Now I Get It</i> Kit (Mondo) Graphic Organizers Visiting Author/Illustrator Writing Workshop Wheel Trade Books Writing Domains Resource Library</p>
			<p>A MINIMUM OF TWO PIECES THAT DEMONSTRATE MASTERY ARE REQUIRED AT EACH WRITING STAGE</p>

LANGUAGE ARTS – PLANNED COURSE OUTLINE
Avon Grove School District

Standard 1.5 Quality of Writing

Grade: 2

Pennsylvania Benchmarks <i>Early Childhood Learning</i> <i>Continuum Indicators</i>	Student Learning Objectives	Instructional Strategies	Resources & Assessments <i>PLE Professional</i> <i>Resource Library; LA</i> <i>Assessment Binder</i>
Focus A. Group related ideas to write with a consistent focus.	<ul style="list-style-type: none"> Write group-related ideas with a consistent focus. 	<p>Writing Workshop:</p> <ul style="list-style-type: none"> prewriting, writing, revising, editing, publishing <p><i>Literacy Plus</i> mini-lessons</p> <p><i>See the PLE Language Arts Notebook, the <u>Stages Resource Guide</u> and the PLE Writing Guide for instructional strategies.</i></p>	<p>Assessments PLE Writing Stages - Focus Stages 9 and 10 (from PA Writing Domain Rubric)</p> <p>Resources Graphic Organizers Writing Wheel Student Writing Goal Sheets Writing Domain Resource Library Visiting Author/Illustrator Word Wall Editing Checklist Scholastic Dictionary PLE Writing Guide</p>
Content B. Expand ideas to write using content appropriate for the topic. <ul style="list-style-type: none"> Gather information and determine organizational format. Write a series of related sentences with one central idea. Refine and expand details appropriate to the topic. 	<ul style="list-style-type: none"> Write a series of related sentences Include details 	<p>Writing Workshop:</p> <ul style="list-style-type: none"> prewriting, writing, revising, editing, publishing <p><i>Literacy Plus</i> mini-lessons</p> <p><i>See the PLE Language Arts Notebook, the <u>Stages Resource Guide</u> and the PLE Writing Guide for specific instructional strategies.</i></p>	<p>Assessments PLE Writing Stages - Content Stages 9 and 10 (from PA Writing Domain Rubric)</p> <p>Resources Graphic Organizers Writing Wheel Student Writing Goal Sheets Writing Domain Resource Library Visiting Author/Illustrator Word Wall Editing Checklist Scholastic Dictionary PLE Writing Guide</p>

<p>Organization</p> <p>C. Use transition words</p> <ul style="list-style-type: none"> • Write a sequence of events in logical order using key words (e.g., first, next, then, finally, cause-effect, if-then). • Include a beginning, middle, and end. 	<ul style="list-style-type: none"> • Use transition and order words within writing • Write beginning, middle, end events in logical sequence • Use the steps of the writing process (Prewriting, writing, revising, editing, publishing) 	<p>Writing Workshop:</p> <ul style="list-style-type: none"> • prewriting, • writing, • revising, • editing, • publishing <p><i>Literacy Plus</i> mini-lessons</p> <p><i>See the PLE Language Arts Notebook, the Stages Resource Guide and the PLE Writing Guide for specific instructional strategies</i></p>	<p>Assessments</p> <p>PLE Writing Stages - Organization Stages 9 and 10 (from PA Writing Domain Rubric)</p> <p>Resources</p> <p>Graphic Organizers Writing Wheel Student Writing Goal Sheets Writing Domain Resource Library Visiting Author/Illustrator Word Wall Editing Checklist Scholastic Dictionary PLE Writing Guide</p>
<p>Style/Voice</p> <p>D. Use a variety of words and sentence structures to create consistent writer's voice and tone.</p> <ul style="list-style-type: none"> • Use sentences of differing length and type. • Write short paragraphs containing descriptive words and verbs in context. 	<ul style="list-style-type: none"> • Begin to use compound sentences • Use sentences of differing length & type • Use correct noun/verb agreement • Begin to add dialogue • Use descriptive words/adjectives and verbs in context • Has a consistent writer's voice and tone 	<p>Writing Workshop:</p> <ul style="list-style-type: none"> • prewriting, • writing, • revising, • editing, • publishing <p><i>Literacy Plus</i> mini-lessons</p> <p><i>See the PLE Language Arts Notebook, the Stages Resource Guide and the PLE Writing Guide for specific instructional strategies</i></p>	<p>Assessments</p> <p>PLE Writing Stages - Style Stages 9 and 10 (from PA Writing Domain Rubric)</p> <p>Resources</p> <p>Graphic Organizers Writing Wheel Student Writing Goal Sheets Writing Domain Resource Library Visiting Author/Illustrator Word Wall Editing Checklist Scholastic Dictionary PLE Writing Guide</p>
<p>Revision</p> <p>E. Revise writing to improve detail and sequential order.</p>	<ul style="list-style-type: none"> • Write beginning, middle, end events in logical sequence • Use the steps of the writing process (Prewriting, writing, revising, editing, publishing) 	<p>Writing Workshop:</p> <ul style="list-style-type: none"> • prewriting, • writing, • revising, • editing, • publishing <p><i>Literacy Plus</i> mini-lessons</p> <p><i>See the PLE Language Arts Notebook, the Stages Resource Guide and the PLE Writing Guide for specific instructional strategies</i></p>	<p>Assessments</p> <p>PLE Writing Stages - Organization Stages 9 and 10 (from PA Writing Domain Rubric)</p> <p>Resources</p> <p>Graphic Organizers Writing Wheel Student Writing Goal Sheets Writing Domain Resource Library Visiting Author/Illustrator Word Wall Editing Checklist Scholastic Dictionary PLE Writing Guide</p>

<p>Edit</p> <p>F. Edit writing using grammar, punctuation, spelling, and sentence formation.</p> <ul style="list-style-type: none"> • Spell most common, frequently used words correctly. • Capitalize proper nouns. • Use proper end punctuation and commas. • Use nouns, pronouns, verbs and adjectives in writing. • Use complete, simple, declarative, interrogative, exclamatory, and imperative sentences in writing. 	<ul style="list-style-type: none"> • Edit writing to grade level domain scoring rubric • Consistently use uppercase letters appropriately • Capitalize proper nouns • Use proper end punctuation • Use commas in a series • Consistently use known phonetic and sight word strategies to spell • Spell developmentally appropriate words correctly • Use s for plurals • Begin to use apostrophes in possessives and contractions • Learn and apply printing/letter formation 	<p>Writing Workshop:</p> <ul style="list-style-type: none"> • prewriting, • writing, • revising, • editing, • publishing <p>Word Wall Editing Strategies Handwriting Without Tears</p> <p><i>See the PLE Language Arts Notebook, the <u>Stages Resource Guide</u> and the PLE Writing Guide for specific instructional strategies</i></p>	<p>Assessments</p> <p>PLE Writing Stages - Conventions Stages 9 and 10 (from PA Writing Domain Rubric) PLE Spelling Curriculum Tests Teacher Observation</p> <p>Resources</p> <p>Project Read PLE Spelling Curriculum Student Writing Goal Sheets Writing Domain Resource Library Word Wall Editing Checklist Scholastic Dictionary PLE Writing Guide Handwriting Without Tears</p>
<p>Publish/Present Work</p> <p>G. Present and defend written work.</p>	<ul style="list-style-type: none"> • Publish writing and present it to small and large groups 	<p>Writing Workshop:</p> <ul style="list-style-type: none"> • prewriting, • writing, • revising, • editing, • publishing <p><i>See the PLE Language Arts Notebook, the <u>Stages Resource Guide</u> and the PLE Writing Guide for specific instructional strategies</i></p>	<p>Assessments</p> <p>PLE Writing Stages Stages 9 and 10 (from PA Writing Domain Rubric)</p> <p>Resources</p> <p>PLE Publishing Rooms Student Writing Goal Sheets Writing Domain Resource Library PLE Writing Guide</p>

LANGUAGE ARTS – PLANNED COURSE OUTLINE
Avon Grove School District

Standard 1.6 Speaking and Listening

Grade: 2

<p style="text-align: center;">Pennsylvania Benchmarks Early Childhood Learning Continuum Indicators</p>	<p style="text-align: center;">Student Learning Objectives</p>	<p style="text-align: center;">Instructional Strategies</p>	<p style="text-align: center;">Resources & Assessments PLE Professional Resource Library; LA Assessment Binder</p>
<p>Listens to Others</p> <p>A. Listen to others in order to respond appropriately to questions, directions, and situations.</p> <ul style="list-style-type: none"> • Ask questions to obtain clarifying information and check understanding. • Identify and differentiate between facts and opinions. 	<ul style="list-style-type: none"> • Listen to others in order to respond appropriately to questions, directions, and situations. • Ask questions to obtain clarifying information and check understanding. • Identify and differentiate between facts and opinions. 	<p>Listen to others Listen to literature Present ideas Participate in discussions Author's Circle Morning Meeting Use media</p> <p><i>See the PLE Language Arts Notebook and the Stages Resource Guide for specific instructional strategies.</i></p>	<p>Assessments PLE Reading Progress Sheets Stages 9 and 10</p> <p>PLE Comprehension Rubric, Stages 9 and 10</p> <p>Resources Big Books Leveled Text (fiction & nonfiction) Trade Books Now I Get It Kit (Mondo) Books on Tape Browsing Boxes Graphic Organizers</p>
<p>Listens to Literature</p> <p>B. Listen to a selection of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> • Listen to a selection and classify similar experiences. • Make reasonable predictions about what will happen next. • State the chronological order of a story. • Distinguish between character and tone in spoken information. • Listen in order to apply new words and concepts. 	<ul style="list-style-type: none"> • Understand text by retelling and answering literal questions <ul style="list-style-type: none"> • Student organizes story elements into a written retelling. • Student also responds to teacher's text-based (literal) questions to fill in any gaps in retellings. • Interpret text by predicting, wondering and answering inferential questions <ul style="list-style-type: none"> • Student predicts throughout the text and revises prediction as necessary. • Student wonder (asks questions) and suggests 	<p>Morning Meeting Author's Circle Small & Large Group Discussions Literature Circles</p> <p><i>See the PLE Language Arts Notebook and the Stages Resource Guide for specific instructional strategies.</i></p>	<p>Assessments PLE Reading Progress Sheets Stages 9 and 10 (Comprehension)</p> <p>PLE Comprehension Rubric, Stages 9 and 10</p> <p>Resources Big Books Leveled Text (fiction & nonfiction) Trade Books Now I Get It Kit (Mondo) Books on Tape Browsing Boxes Graphic Organizers</p>

	<ul style="list-style-type: none"> responses. • Student respond in written sentences to inferential questions. • Student uses specific text examples to support inferences. • Respond to text by connecting, evaluating and answering critical analysis questions <ul style="list-style-type: none"> • Student connects text to self and other text. • Student evaluates text by making judgments and stating opinions. • Student responds in written sentences to critical analysis questions. • Student uses specific text examples to support ideas. 		
<p>Formal Speaking</p> <p>C. Present ideas using appropriate speaking skills.</p> <ul style="list-style-type: none"> • Use volume appropriate for setting. • Pronounce two and three syllable words correctly. • Use appropriate pace. • Interpret and respond appropriately to expressions, gestures, and body language cues from audience. 	<ul style="list-style-type: none"> • Use appropriate speaking skills when speaking in small and large groups 	<p>Morning Meeting Author's Circle Small & Large Group Discussions Literature Circles</p> <p><i>See the PLE Language Arts Notebook and the <u>Stages Resource Guide</u> for specific instructional strategies.</i></p>	<p>Assessments Teacher Observation</p>
<p>Contribute to Discussion</p> <p>D. Recount experiences or present stories on a specified topic.</p> <ul style="list-style-type: none"> • Ask related questions for clarification and understanding. • Respond with related information or opinions to 	<ul style="list-style-type: none"> • Use appropriate speaking skills when speaking in small and large groups 	<p>Morning Meeting Author's Circle Small & Large Group Discussions Literature Circles</p> <p><i>See the PLE Language Arts Notebook and the <u>Stages Resource Guide</u> for specific instructional strategies.</i></p>	<p>Assessments Teacher Observation</p>

<ul style="list-style-type: none"> questions asked. Listen critically and respond appropriately to the contributions of others. Display appropriate turn-taking behaviors by adding information to discussions following another person's input. 			
<p>Participate in Discussions</p> <p>E. Participate in small and large group discussions.</p> <ul style="list-style-type: none"> Participate in everyday conversation in different subjects by asking appropriate questions and initiating sentences. Deliver brief recitations and oral presentations. Deliver a short report on a topic with supportive facts and detail. Record information obtained from other persons in question and answer sequence. Give simple directions in correct sequence and provide rationale. Report an emergency to appropriate adults or agency and give identifying information. 	<ul style="list-style-type: none"> Use appropriate speaking skills when speaking in small and large groups 	<p>Morning Meeting Author's Circle Small & Large Group Discussions Literature Circles</p> <p><i>See the PLE Language Arts Notebook and the <u>Stages Resource Guide</u> for specific instructional strategies.</i></p>	<p>Assessments Teacher Observation</p>
<p>Use Media</p> <p>F. Use media for learning purposes, such as word processing, editing, searching internet.</p> <ul style="list-style-type: none"> Recognize the role and importance of television, radio, film, and Internet in the lives of people. 	<ul style="list-style-type: none"> Use media for learning purposes, such as word processing, editing, searching the internet 	<p>Reading Workshop Writing Workshop Library Special class instruction Computers Special class instruction</p> <p><i>See the PLE Language Arts Notebook and the <u>Stages Resource Guide</u> for specific instructional strategies</i></p>	<p>Assessments Teacher Observation</p> <p>Resources Smart Boards Alpha Smarts Mobile Laptops Carts United Streaming PLE Computer Lab PLE Library Digital Cameras</p>

<ul style="list-style-type: none">• Distinguish between advertisements and informational pieces.• Identify what was learned through media in specific subjects.			Digital Video Camera Books on Tape Computer Software
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LANGUAGE ARTS – PLANNED COURSE OUTLINE
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Standard 1.7 Characteristics and Functions of the English Language

Grade: 2

Pennsylvania Benchmarks Early Childhood Learning Continuum Indicators	Student Learning Objectives	Instructional Strategies	Resources & Assessments <i>PLE Professional Resource Library; LA Assessment Binder</i>
A. Recognize that some words from other languages are commonly used English words.	<ul style="list-style-type: none"> Recognize that some words from other languages are commonly used in English 	Vocabulary study Language investigations Word Wall <i>See the PLE Language Arts Notebook and the <u>Stages Resource Guide</u> for specific instructional strategies.</i>	Assessments PLE Writing Stages (from PA Writing Domain Rubric) Teacher Observation Resources Big Books Leveled Text (fiction & nonfiction) Trade Books
B. Identify variations in the dialogues of literary characters and relate them to various settings.	<ul style="list-style-type: none"> Identify variations in the dialogues of literary characters 	Vocabulary study Language investigations Word Wall Editing <i>See the PLE Language Arts Notebook and the <u>Stages Resource Guide</u> for specific instructional strategies.</i>	Assessments PLE Writing Stages (from PA Writing Domain Rubric) Teacher Observation Resources Big Books Leveled Text (fiction & nonfiction) Trade Books

LANGUAGE ARTS – PLANNED COURSE OUTLINE
Avon Grove School District

Standard 1.8 Research

Grade: 2

Pennsylvania Benchmarks <i>Early Childhood Learning</i> <i>Continuum Indicators</i>	Student Learning Objectives	Instructional Strategies	Resources & Assessments <i>PLE Professional</i> <i>Resource Library; LA</i> <i>Assessment Binder</i>
Topic A. Differentiate between topics that can and cannot be researched.	<ul style="list-style-type: none"> Differentiate between topics that can and cannot be researched 	Model research steps Small group – develop a group report Develop individual report Reading Workshop Writing Workshop Library Special class instruction <i>See the PLE Language Arts Notebook and the Stages Resource Guide for specific instructional strategies.</i>	Assessments Teacher Observation PLE Writing Stages (from PA Writing Domain Rubric) Resources Leveled Texts (nonfiction) Classroom Libraries Browsing Boxes PLE Library PLE Computer Lab Graphic Organizers Word Wall Trade Books – Nonfiction Mobile Laptops Lab Alpha Smarts
Locate Information B. Locate information using table of contents and headers. <ul style="list-style-type: none"> Understand the purposes of various resources (e.g., dictionary, newspapers, magazines, encyclopedias, electronic media). Select sources to gather and organize information around an outline (e.g., dictionaries, encyclopedias, observations and electronic media). Use key words, guidewords, 	<ul style="list-style-type: none"> Locate information using table of contents and headers 	Model research steps Small group – develop a group report Develop individual report Reading Workshop Writing Workshop Library Special class instruction <i>See the PLE Language Arts Notebook and the Stages Resource Guide for specific instructional strategies.</i>	Assessments Teacher Observation PLE Writing Stages (from PA Writing Domain Rubric) Resources Leveled Texts (nonfiction) Classroom Libraries Browsing Boxes PLE Library PLE Computer Lab Graphic Organizers Word Wall Trade Books – Nonfiction Mobile Laptops Lab Alpha Smarts

<p>and headings to locate information.</p> <ul style="list-style-type: none"> • Use card catalog, teacher-categorized databases, and closed electronic searches to obtain information. 			
<p>Gather & Organize Information</p> <p>C. Gather and organize information related to the main idea.</p> <ul style="list-style-type: none"> • Take notes using a graphic organizer to represent important information. • Summarize main ideas in writing from key facts and concepts. 	<ul style="list-style-type: none"> • Gather and organize information related to the main idea 	<p>Model research steps Small group – develop a group report Develop individual report Reading Workshop Writing Workshop Library Special class instruction</p> <p><i>See the PLE Language Arts Notebook and the <u>Stages Resource Guide</u> for specific instructional strategies.</i></p>	<p>Assessments Teacher Observation PLE Writing Stages (from PA Writing Domain Rubric)</p> <p>Resources Leveled Texts (nonfiction) Classroom Libraries Browsing Boxes PLE Library PLE Computer Lab Graphic Organizers Word Wall Trade Books – Nonfiction Mobile Laptops Lab Alpha Smarts</p>