



Pine Grove Area
SCHOOL DISTRICT

Language Arts

Second Grade

BOARD APPROVED AUGUST 2007

I. PHILOSOPHY

The second grade language arts curriculum of the Pine Grove Area School District has been structured to introduce, systematically and thematically, the four language acquisition skills: listening, speaking, reading, and writing. The second grade language arts curriculum begins the process at the primary level. The curriculum will allow for the accommodation of many learning styles, motivational levels, and academic abilities.

II. CORE CONCEPTS

1. **Learning to read independently**-Demonstrate the ability to understand and interpret fiction text
2. **Reading critically in all content areas** - Read, understand, and evaluate the content of informational text
3. **Reading, analyzing, and interpreting literature** - Identify literary elements, devices, and structure
4. **Types of writing** - Write for a variety of purposes such as narratives, descriptions, and letters
5. **Quality of writing**-Use the writing process and apply conventions of writing to produce written work
6. **Speaking and Listening**- Demonstrate active listening skills and appropriate speaking skills
7. **Research** - Locate, select, and use materials appropriate for assignments
8. **Characteristics and Functions of the English Language** – Recognize that there are other languages and variations of dialogue

III. COURSE OF STUDY

A. Course Name: Language Arts

B. Grade Level: Second

C. Length of Course: Full Year

1. Frequency: Daily

2. Duration: 90 minutes

D. Academic Level: Second Grade

E. Credits: 0

F. Prerequisites: None

G. Course Description:

The second grade language arts curriculum will build upon previously learned concepts and ideas and expose students to concepts of reading in seven core areas. Emphasis will be placed on meeting each student's academic needs, learning styles and readiness. Accommodations and modifications will be made for those students who need additional assistance and/or remediation in specific areas.

IV. CONTENT: Grade 2 Language Arts

CORE CONCEPT 1: Learning to Read Independently

MAJOR OBJECTIVE: Demonstrate the ability to understand and interpret fiction text

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.1 Read and comprehend text independently using strategies and skills.</p>	Teacher will guide student to:	Teacher evaluation of:	Accelerated Reader Program
	Recognize the purpose and type of text	Publisher/teacher created assessment	Variety of genres and types of text
	Preview the text formats (title, author, chapters, table of contents)	Reading response journals	Teacher generated resources
	Use knowledge of phonics, word analysis, picture and context clues to decode and understand new words	Whole class discussion	Text book resources
	Read text using self monitoring comprehension strategies	Graphic organizers	Word building activities
	Acquire reading vocabulary by identifying and correctly using words in context	Vocabulary notebook	Reading log
	Read sight words in various subject areas	Rubrics	
	Understand and interpret fiction text by retelling or summarizing	Workbooks	
	Demonstrate fluency and comprehension in reading	Skill sheets	
		Book reviews	
		Reading logs	

CONTENT: Grade 2 Language Arts

CORE CONCEPT 2: Reading Critically in All Content Areas

MAJOR OBJECTIVE: Read, understand, and evaluate the content of informational text

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.2 Read, understand, and evaluate the content of informational texts</p>	<p>Teacher will guide student to:</p> <p>Read and understand essential content of informational text such as (drawing conclusions, main idea, details, sequence, graphic sources)</p> <p>Identify and classify forms of genre (nonfiction, fiction, and poetry)</p>	<p>Teacher evaluation of:</p> <p>Publisher/teacher created assessment</p> <p>Reading response journals</p> <p>Whole class discussion</p> <p>Graphic organizers</p> <p>Vocabulary notebook</p> <p>Cooperative presentations</p> <p>Projects</p> <p>Rubrics</p> <p>Workbooks</p> <p>Skill sheets</p>	<p>Accelerated Reader Program</p> <p>Variety of genres and types of text</p> <p>Teacher generated resources</p> <p>Text book resources</p> <p>Computer Websites (Enchanted Learning, National Geographic for Kids)</p> <p>Weekly Reader</p>

CONTENT: Grade 2 Language Arts

CORE CONCEPT 3: Reading, Analyzing, and Interpreting Literature

MAJOR OBJECTIVE: Identify literary elements, devices, and structure

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard 1.3 Identify literary elements, devices, and structure in literature, poetry and drama	Teacher will guide student to: Read and understand a variety of works of literature Identify literary elements in stories describing characters, setting, problem, and solution Identify literary devices in stories (rhyme and personification) Recognize and complete predictable language patterns (choral reading, read alouds, predictable books) Identify dialogue in works of literature Read and respond to nonfiction and fiction works of literature	Teacher evaluation of: Publisher/teacher created assessment Reading response journals Whole class discussion Graphic organizers Reading logs Book reviews Cooperative readings Projects Rubrics Workbooks/skill sheets	Accelerated Reader Program Teacher generated resources Text book resources Reader's Theater/Plays Poetry resources Rhyming, predictable books Character puppets

CONTENT: Grade 2 Language Arts

CORE CONCEPT 4: Types of Writing

MAJOR OBJECTIVE: Write for a variety of purposes such as narratives, descriptions, and letters

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard 1.4 Write for a variety of purposes	Teacher will guide student to: Write fictional and non-fictional pieces that include basic descriptions of people, places, and things, relevant illustrations, and a simple plot – 2 paragraphs Write a friendly letter Write at least one paragraph about a content area topic	Teacher evaluation of: Writing journals Whole class discussion Graphic organizers Independent writing assignments Cooperative presentations Writing rubrics Skill sheets Checklists	Teacher generated resources Text book resources Pictures Newspapers Writing charts Thesaurus/Word books Trade books Letter samples

CONTENT: Grade 2 Language Arts

CORE CONCEPT 5: Quality of Writing

MAJOR OBJECTIVE: Use the writing process and apply conventions of writing to produce written work

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.5 Use the writing process and characteristics of effective writing to produce written work</p>	<p>Teacher will guide student to:</p> <p>Write with a distinct main idea</p> <p>Write using content appropriate for the topic</p> <p>Write with organization using key words (first, next, then, finally) to show beginning, middle, and end</p> <p>Revise writing to improve or add details</p> <p>Present and/or publish written work</p> <p>Write complete sentences that include descriptive words and action verbs</p> <p>Use correct spelling in daily assignments and on weekly lists</p>	<p>Teacher evaluation of:</p> <p>Student work or responses</p> <p>Writing journals</p> <p>Graphic organizers</p> <p>Independent writing assignments</p> <p>Cooperative editing</p> <p>Writing rubrics</p> <p>Skill sheets</p> <p>Checklists</p> <p>Weekly spelling tests</p>	<p>Teacher generated resources</p> <p>Text book resources</p> <p>Writing charts</p> <p>Writing samples</p> <p>Thesaurus/Word books</p> <p>Dictionaries/word walls</p> <p>Trade books (Parts of speech books e.g., <i>What is a Noun?</i>)</p> <p>Spelling lists</p> <p>Spelling notebooks</p>

CONTENT: Grade 2 Language Arts

CORE CONCEPT 5: Quality of Writing

MAJOR OBJECTIVE: Use the writing process and conventions of writing to produce written work

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.5 Apply conventions of writing such as capitalization, punctuation, grammar, and correct spelling in written work</p>	<p>Teacher will guide student to:</p> <p>Edit using the conventions of language such as correct punctuation, capitalization, grammar, and commonly spelled words</p> <p>Use correct spelling in daily assignments and on weekly lists</p>	<p>Teacher evaluation of:</p> <p>Student work or responses</p> <p>Writing journals</p> <p>Graphic organizers</p> <p>Independent writing assignments</p> <p>Cooperative editing</p> <p>Writing rubrics</p> <p>Skill sheets</p> <p>Checklists</p> <p>Weekly spelling tests</p>	<p>Teacher generated resources</p> <p>Text book resources</p> <p>Writing charts</p> <p>Writing samples</p> <p>Thesaurus/Word books</p> <p>Dictionaries/word walls</p> <p>Trade books</p> <p>Spelling lists</p> <p>Spelling notebooks</p>

CONTENT: Grade 2 Language Arts

CORE CONCEPT 6: Speaking and Listening

MAJOR OBJECTIVE: Demonstrate active listening skills and appropriate speaking skills

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.6 Demonstrate active listening skills through demonstration of appropriate oral responses</p>	<p>Teacher will guide students to:</p> <p>Listen to others and ask related questions pertaining to a topic</p> <p>Listen to a selection of literature (relate it to similar experiences, make predictions, retell/ summarize and/or identify new words and concepts)</p> <p>Contribute to discussions by responding with related information or questions</p> <p>Participate in small group discussions and presentations</p>	<p>Teacher evaluation of:</p> <p>Student responses</p> <p>Small/whole group discussions</p> <p>Group checklists</p> <p>Rubrics</p> <p>Class participation</p> <p>Class work</p>	<p>Teacher generated resources</p> <p>Text book resources</p> <p>CDs, cassette tapes, videos (Reading Rainbow)</p> <p>Trade books</p>

CONTENT: Grade 2 Language Arts

CORE CONCEPT 7: Research

MAJOR OBJECTIVE: Locate, select, and use materials appropriate for assignments

CURRICULUM STANDARD:

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p>PA Standard 1.8 Locate, select, and use appropriate materials for assignments</p>	<p>Teacher will guide students to:</p> <p>Discuss topics of interest and select a topic for research</p> <p>Locate information using appropriate sources and strategies</p> <p>Preview graphic sources to construct meaning</p> <p>Write a draft or summary using information sources</p>	<p>Teacher evaluation of:</p> <p>Individual written draft or summary</p> <p>Whole class discussions</p> <p>Cooperative group work</p> <p>Activities/projects</p> <p>Graphic organizers</p> <p>Writing rubrics</p> <p>Checklists</p>	<p>Teacher generated resources</p> <p>Text book resources</p> <p>Personal interviews</p> <p>Newspapers, magazines, media resources</p> <p>Weekly Reader</p> <p>Internet sites (Enchanted Learning, National Geographic for kids)</p> <p>Writing charts</p> <p>Trade books/text books</p>

CONTENT: Grade 2 Language Arts

CORE CONCEPT 8: Characteristics and Functions of English Language

MAJOR OBJECTIVE: Recognize that there are other languages and variations of dialogue

CURRICULUM STANDARD:			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
PA Standard 1.7 Recognize that there are other languages	Teacher will guide student to: Recognize names of characters, cities, countries, word-origins from other languages through story discussion	Teacher evaluation of: Whole class discussions Cooperative group work Activities/projects Graphic organizers	Teacher generated resources Text book resources Resource people Newspapers, magazines, media resources Weekly Reader Internet sites Writing charts Multi-cultural trade books/text books
PA Standard 1.7 Identify dialogue in literature	Teacher will guide student to: Demonstrate the ability to identify and read dialogue in various stories and plays	Teacher evaluation of: Student responses Writing journals Whole group and small group work Cooperative editing sheets	Teacher generated resources Text book resources Writing charts Trade books Poetry

V. EXPECTED LEVELS OF ACHIEVEMENT

- A. Students are expected to reach the second grade level of achievement in Language Arts. These skills include all of those noted in the specific content area of this curriculum.
- B. Grading system for all second grade language arts classes is as follows:

Grading Scale	
A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60

- C. Each student's grade will be determined at the conclusion of each marking period.