Cambria Heights School District Curriculum

Course Name	English Language Arts
Grade Level	Second grade

1.1	Foundational Skills Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.			
Key Concepts		**Standard** **(Descriptor)**	**Eligible Content** **(Grades 3-5)**	**Terminology**
Book Handling				
Print Concepts				
Phonological Awareness				
Phonics and Word Recognition	• How do decoding strategies help a reader to read unknown words? • How does a sight word vocabulary support a reader's development?	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.		Decoding Strategies Syllable Sight Words Homophone

Fluency	How does fluency support a reader's comprehension?	Read with accuracy and fluency to support comprehension: o Read on-level text with purpose and understanding. o Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. o Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		Fluency Accuracy Self-Monitoring Expressions Rereading Comprehension

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.**			
Key Concepts		**Standard**	**Eligible Content** **(Grades 3-5)**	**Terminology**
Key Ideas and Details				
Main Idea	• How does understanding main idea and details improve a reader's comprehension?	Identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.		Main Idea Details Multi-paragraph
Text Analysis	• How do readers describe connections between pieces of information in a text?	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Describe the connection between a series of events, concepts, or steps in a procedure within a text.		Connection Question Words - 5 W's and How
Craft and Structure				
Point of View				
Text Structure	How does the reader use text features to locate key information while reading?	Use various text features and search tools to locate key facts or information in a text efficiently.		Text Feature Graphic Aid
Vocabulary	• How does the reader determine the meaning of words and phrases while I read?	• Determine the meaning of words and phrases as they are used in grade level text including multiple-meaning words.		Multiple – Meaning Words Context Clues
Integration of Knowledge and Ideas				
Diverse Media	How does the reader use graphic representations to gain meaning from a	Explain how graphic representations contribute to and clarify a text.		Graphic Representations

	text?			
Evaluating Arguments	How does the reader find the reasons the author gives to support specific points in the text?	Describe how reasons support specific points the author makes in a text.		Arguments Reasons
Analysis Across Texts	How does a reader compare and contrast two topics portrayed by two different texts?	Compare and contrast the most important points presented by two texts on the same topic.		Compare Contrast Venn Diagram
Vocabulary Acquisition and Use	Why is it important for a reader to be able to determine the meaning of unknown and/or multiple meaning words? How does a reader demonstrate their new understanding of new vocabulary?	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases. 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.		Multiple-Meaning Words
Range of Reading and Text Complexity	Why is it important to be able to read literary non-fiction and informational text independently and proficiently?	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.		Literary Non-fiction Informational text

1.3	Reading Literature **Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**		
Key Concepts		**Standard**	**Eligible Content** **(Grades 3-5)**	**Terminology**

Key Concepts		Standard	Eligible Content (Grades 3-5)	Terminology
Key Ideas and Details				
Text Analysis	Why does a reader ask and answer questions as they read to demonstrate understanding?	Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.		Key Details Asking Questions
Literary Elements	How do the characters in the story respond to the conflicts that they encounter?	Describe how characters in a story respond to major events and challenges.		Literary Elements
Theme	What is the theme of a story?	Recount stories and determine their central message, lesson, or moral.		Theme Lesson Moral
Craft and Structure				
Point of View	How does the reader change their voice to portray the point of view of each character?	Acknowledge differences in the points of views of characters, including by speaking in a different voice for each character when reading dialogue aloud.		Point of View Expression Voice Tone Punctuation
Text Structure	How does a reader express the transition from the beginning to the end of the story?	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.		Beginning Middle End
Vocabulary	How does an author's word choice change the rhythm of a story?	Describe how words and phrases supply rhythm and meaning in a story, poem, or song.		Rhythm Word Choice

Integration of Knowledge and Ideas				
Sources of Information	How do the illustrations aide in a reader's understanding of the characters, setting, and plot within the text?	Use information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.		Illustrations Digital Text Picture Walk Characters Setting Plot
Text Analysis	How does a reader compare and contrast two versions of the same story by different authors? How does a reader compare and contrast two versions of the same story from a different culture?	Compare and contrast two or more versions of the same story by different authors or from different culture.		Compare Contrast
Vocabulary Acquisition and Use	How does a reader acquire new vocabulary from a text? How does a reader demonstrate their understanding of new vocabulary?	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.		Conversation
Strategies	What strategies does a reader use to determine the meaning of unknown words in a text?	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade level reading and content, choosing from a range of strategies and tools.		Multiple-meaning words
Range of Reading and Text Complexity	How does a reader read and comprehend grade level texts across different genres?	Read and comprehend literature on grade level, reading independently and proficiently.		Grade Level Texts

1.4	Writing **Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.**			
Key Concepts		**Standard**	**Eligible Content** **(Grades 3-5)**	**Terminology**
Informative /Explanatory Writing		Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.		
Focus	How does introducing a topic clearly support a writer's focus?	Identify and introduce the topic.		Topic Focus
Content	How does a writer develop a topic with relevant facts and definitions pertaining to the topic?	Develop the topic with facts and/ or definitions.		Content Facts Definitions
Organization	How does a writer effectively group information while writing? How does a writer conclude their writing using a concluding statement?	Group information and provide a concluding statement or section.		Organization Concluding Statement
Conventions	How does proper use of conventions assist a writer in the development of their writing?	• Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. o Capitalize proper nouns. o Use commas and apostrophes appropriately. o Spell words drawing on common spelling patterns. o Consult reference material as needed.		Conventions Punctuation Proper Noun Comma Apostrophe
Style	How does a writer choose words and phrases to show voice in their writing?	Choose words and phrases for effect.		Style Voice
Opinion/ Argumentative Writing		Write opinion pieces on familiar topics or texts.		

Focus	How does a writer state an opinion after selecting a topic?	Identify the topic and state an opinion.		Focus Topic Opinion
Content	How does a writer support their opinion with reasons relating to the topic?	Support the opinion with reasons that include details connected to the opinion.		Content Opinion Reason
Organization	How does a writer create an organized piece of writing that includes reasons and provides a concluding statement?	Create an organizational structure that includes reasons and includes a concluding statement.		Organization
Conventions	How does proper use of conventions assist a writer in the development of their writing?	Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.		Conventions
Style	How does a writer use word choice to appeal to their audience?	Use a variety of words and phrases to appeal to the audience.		Style Voice Word Choice Audience
Narrative Writing		Write narratives to develop real or imagined experiences or events.		
Focus	• How does a writer establish a topic when writing a narrative piece?	Establish a situation and introduce a narrator and /or characters.		Focus Who What
Content	How does a writer include thoughts and feelings to reflect the way a character responds to a situation?	Include thoughts and feeling to describe experience and events to show the response of characters to situations.		Content Thoughts Feelings Experiences Events
Organization	• How does a writer incorporate time order words to signal the order of events in my writing? How does a writer provide closure to a narrative piece?	Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.		Sequence Time Order Words

Conventions	How does proper use of conventions assist a writer in the development of their writing?	Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. o Capitalize proper nouns. o Use commas and apostrophes appropriately. o Spell words drawing on common spelling patterns. Consult reference material as needed.		Conventions Punctuation Capital Letter Grammar
Style	How does a writer choose words and phrases to show voice in their writing?	Choose words and phrases for effect.		Style Word Choice Voice
Response to Literature				
Production and Distribution of Writing	How does a writer use feedback from peer and teacher conferences to strengthen their writing?	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		Publish Conference (Peer/Teacher) Revise Edit
Technology and Publication	How does a writer use technology to publish their writing?	With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.		Publish Digital Tools
Conducting Research	How does a writer participate in individual or shared research and writing projects?	Participate in individual or shared research and writing projects.		Research
Credibility, Reliability, and Validity of Sources	How does a writer use reliable sources and prior knowledge to gather information and answer questions?	Recall information from experiences or gather information from provided sources to answer a question.		Prior Knowledge Sources
Range of Writing	Why is it important for writer's to routinely write a variety of pieces over a period of time? How does a writer adjust their writing for a variety of purposes and audiences?	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.		Writing Stamina Reflection Purpose Audience

	Speaking and Listening		
1.5	**Students read and respond to works of literature – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.**		

Key Concepts		Standard	Eligible Content (Grades 3-5)	Terminology
Comprehension and Collaboration				
Collaborative Discussions	How can participating in discussions increase a student's knowledge and understanding of an idea?	Participate in collaborative conversations with peers and adults in small and larger groups.		Conversation
Integrate and Evaluating Information	How does a student acquire information from a variety of formats?	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.		Read Aloud Key Idea Details
Evaluating Information	How does a student retell what a speaker has presented by asking relevant questions and answering appropriately?	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.		Questions Clarify
Presentation of Knowledge and Ideas	How does a student effectively describe a personal experience audibly and coherently?	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		Presentation Descriptive Details
Integration of Knowledge and Ideas				
Multimedia and Ideas	• How does a student effectively use visual aids to enhance a presentation?	Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.		Visual Aides Presentation
Content and Ideas	How does a student respond to a question in a complete sentence?	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		Question Naming Part Telling Part
Conventions of Standard English	How does a student demonstrate command of standard English when speaking?	Demonstrate command of the conventions of standard English when speaking based on grade 2 level and content.		Standard English

Conventions of Standard English	How does a student demonstrate command of Standard English when speaking?	Demonstrate command of the conventions of Standard English when speaking based on grade 5 level and content.		Standard English