

**WEST JEFFERSON HILLS SCHOOL DISTRICT
LANGUAGE ARTS CURRICULUM**

GRADE 2

<p>PA Academic Standards Student must be able to do</p>	<p>Objective Content or process student will be able to know and do</p>	<p>Instructional Methods</p>	<p>Materials/Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p>*Assessment Procedures *Additional adaptations, modifications, and accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p>*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p>*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>1.1.3 Learning to Read Independently</p>						
<p>A. Identify the purposes and types of text (e.g., literature, information) before reading.</p>	<ul style="list-style-type: none"> • Set a purpose for reading and listening. • Develop schema using prior knowledge. • Expand oral language. • Differentiate between fiction and nonfiction. • Recognize the text structure of the story. • Practice and use oral language. • Recognize realistic fiction, nonfiction, magazine article, poem, photo essay, folk tale, African folklore as literary genre. • Appreciate the literary element of humor. • Identify and use the literary elements of realistic fiction • Use the key strategy of evaluating the author’s purpose. • Determine the main idea and details of a selection. • Discover the elements of a profile in the selection. 	<ul style="list-style-type: none"> • Large group instruction, modeling and discussion • Flexible grouping • Venn diagram comparing fiction vs. non-fiction story traits • Story previewing to see how the text structure is laid out • Independent practice • Technology resources • Read aloud 	<ul style="list-style-type: none"> • Literacy sourcebook • Teacher’s literacy sourcebook • Literacy workbooks • Trade books • Transparencies • Technology resources • Leveled reading materials • Assessment resources 	<ul style="list-style-type: none"> • End of unit tests • Observations • Teacher checklist • Teacher made assessment • Portfolios • Standardized testing • Performance assessments • Authentic assessments 	<ul style="list-style-type: none"> • Review • Flexible Grouping • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach skills • Alternate assignments • Extended time • Re-read • Instructional games • Software practice • Peer tutors • Re-test • Extra help component • Analyze work and make corrections • Stories on tape • Alternate testing • Study guides • Leveled trade books 	<ul style="list-style-type: none"> • Enrichment packets • Flexible Grouping • Independent projects • Games • Peer teaching • Peer tutoring • Design materials for peer tutoring • Research projects • Participation in reading competitions • Real-life applications • Book reports and projects • Computer software • Enrichment and extension activities from sourcebook

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PA Academic Standards Student must be able to do	Objective Content or process student will be able to know and do	Instructional Methods	Materials/Resources Textbooks, trade books, workbooks, software, hardware, etc.	*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP	*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP	*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP
1.1.3 Learning to Read Independently						
	<ul style="list-style-type: none"> • Identify and use the literary elements of realistic fiction • Use the key strategy of evaluating the author’s purpose. • Determine the main idea and details of a selection. • Discover the elements of a profile in the selection. 					

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<p>1.1.3 Learning to Read Independently</p>						
<p>B. Preview the text formats (e.g., title, headings, chapters and table of contents).</p>	<ul style="list-style-type: none"> • Expand oral language. • Identify the title, headings, chapters and table of contents of a book. • Identify captions. • Interpret different type styles. • Discover the elements of a profile in the selection. • Discuss the conventions of print. • Recognize labels in an illustration. • Focus on the elements of a photo essay. 	<ul style="list-style-type: none"> • Large group instruction and modeling • Flexible grouping • Story walk to identify title, headings, and use of table of contents 	<ul style="list-style-type: none"> • Literacy sourcebook • Teacher’s literacy sourcebook • Literacy workbooks • Trade books • Transparencies • Technology resources • Leveled reading materials • Assessment resources 	<ul style="list-style-type: none"> • Teacher observation • Quick check • End of unit test • Short answer • Standardized testing • Performance testing • Authentic testing 	<ul style="list-style-type: none"> • Review • Flexible Grouping • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach skills • Alternate assignments • Extended time • Re-read • Instructional games • Software practice • Peer tutors • Re-test • Extra help component • Analyze work and make corrections • Stories on tape • Alternate testing • Study guides • Leveled trade books 	<ul style="list-style-type: none"> • Enrichment packets • Flexible Grouping • Independent projects • Games • Peer teaching • Peer tutoring • Design materials for peer tutoring • Research projects • Participation in reading competitions • Real-life applications • Book reports and projects • Computer software • Enrichment and extension activities from sourcebook

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<p>1.1.3 Learning to Read Independently</p>						
<p>C. Use knowledge of phonics, word analysis (e.g., root words, prefixes and suffixes), syllabication, picture and context clues to decode and understand new words during reading.</p>	<ul style="list-style-type: none"> • Build, recognize and decode: <ul style="list-style-type: none"> -long vowels -short vowels -r-controlled vowels -diphthongs -variant vowels -y as a vowel -consonant blends/ clusters -consonant digraphs -contractions -compounds -syllable patterns -possessives -prefixes and suffixes -plurals • Use word attack skills to determine a new meaning. • Use context clues to attack words. • Develop vocabulary using cloze sentences. 	<ul style="list-style-type: none"> • Large group instruction and modeling • Work building and sentence building • Word map • Word sort • Word puzzles/ games • Word scrambles • Word search • Letter substitution to make new words in the same family. • Blending sounds orally • Word family tree • Journal writing • Read aloud • Cloze passages • Word ladder • Flexible grouping • Word chain • Word flash cards 	<ul style="list-style-type: none"> • Literacy sourcebook • Teacher’s literacy sourcebook • Literacy workbooks • Trade books • Transparencies • Technology resources • Leveled reading materials • Assessment resources • Letter cards • Pocket chart • Work list journals • Flash cards 	<ul style="list-style-type: none"> • Workbook pages • Black line masters • Spelling practice sheets • Spelling tests • End of unit tests • Observation • Daily oral language • Writing samples • Standardized tests • Performance tests • Authentic tests 	<ul style="list-style-type: none"> • Review • Flexible Grouping • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach skills • Alternate assignments • Extended time • Re-read • Instructional games • Software practice • Peer tutors • Re-test • Extra help component • Analyze work and make corrections • Stories on tape • Alternate testing • Study guides • Leveled trade books 	<ul style="list-style-type: none"> • Enrichment packets • Flexible Grouping • Independent projects • Games • Peer teaching • Peer tutoring • Design materials for peer tutoring • Research projects • Participation in reading competitions • Real-life applications • Book reports and projects • Computer software • Enrichment and extension activities from sourcebook

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<p>1.1.3 Learning to Read Independently</p>						
	<ul style="list-style-type: none"> •Use context clues to figure out the meaning of a word. •Use picture clues to understand a word(s). 	<ul style="list-style-type: none"> • Cooperative grouping • Write rhymes and tongue twisters • Word wheels • Picture collage and picture labeling • Sound clapping while listening for particular sounds • Silly illustrations using the presented sounds • Choral reading • Word/sentence dictation and writing 				

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<p>1.1.3 Learning to Read Independently</p>						
<p>D. Read text using self-monitoring comprehension strategies (e.g., predict, revise predictions, re-read, use text organization including headings, graphics and charts, and adjust reading rate).</p>	<ul style="list-style-type: none"> • Identify the main idea and supporting details of a story. • Set a purpose for reading and listening. • Distinguish between varying type styles. • Make predictions. • Recognize repetitive text structure for predictions. • Analyze the story using picture clues. • Use headings in an article to understand information. • Observe that each caption gives information. 	<ul style="list-style-type: none"> • Create and Complete graphic organizers • Flexible grouping • Think alouds • Question cube • Picture walking • Journal writing • Preview and predict/revise • Summarize • Re-telling 	<ul style="list-style-type: none"> • Literacy sourcebook • Teacher’s literacy sourcebook • Literacy workbooks • Trade books • Transparencies • Technology resources • Leveled reading materials • Assessment resources • A variety of graphic organizers 	<ul style="list-style-type: none"> • Story map • Student self-assessment • Teacher checklist • Black line master • Portfolio • Graphic organizer • Peer conferencing • Quizzes • End of unit tests • Standardization testing • Short answers • Performance assessment 	<ul style="list-style-type: none"> • Review • Flexible Grouping • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach skills • Alternate assignments • Extended time • Re-read • Instructional games • Software practice • Peer tutors • Re-test • Extra help component • Analyze work and make corrections • Stories on tape • Alternate testing • Study guides • Leveled trade books 	<ul style="list-style-type: none"> • Enrichment packets • Flexible Grouping • Independent projects • Games • Peer teaching • Peer tutoring • Design materials for peer tutoring • Research projects • Participation in reading competitions • Real-life applications • Book reports and projects • Computer software • Enrichment and extension activities from sourcebook

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<p>1.1.3 Learning to Read Independently</p>						
<p>E. Acquire a reading vocabulary by identifying and correctly using words (e.g., antonyms, synonyms, categories of words). Use a dictionary when appropriate.</p>	<ul style="list-style-type: none"> • Determine meanings of words with multiple meanings. • Develop vocabulary using riddles. • Develop context for vocabulary. • Use, identify, and give meanings of homophones. • Identify and use sequencing words. • Discover figurative language. • Determine the meaning of a word by using contractions. • Identify singular and plural possessive nouns. • Recognize how word order changes the meaning of a sentence. • Identify the words that make up a contraction. • Identify homophones. • Develop vocabulary using synonyms and antonyms. • Develop vocabulary using classification. 	<ul style="list-style-type: none"> • Class discussion • Word sort • Word web • Word wall • Cloze sentences • Vocabulary word games: -Concentration -Word clues using definitions. • Write sentences or stories using the vocabulary words. • Locate words in glossary. • Pantomime words. • Illustrate words. • Write a riddle. • Flexible grouping • Word matching • Word search 	<ul style="list-style-type: none"> • Literacy sourcebook • Teacher’s literacy sourcebook • Literacy workbooks • Trade books • Transparencies • Technology resources • Leveled reading materials • Assessment resources • Flashcards 	<ul style="list-style-type: none"> • Oral or written quiz • Cloze procedure • Informal reading inventory • End of unit testing • Writing sample • Standardized tests • Black line masters • Teacher observations and quick check • Performance assessment • Authentic assessment 	<ul style="list-style-type: none"> • Review • Flexible Grouping • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach skills • Alternate assignments • Extended time • Re-read • Instructional games • Software practice • Peer tutors • Re-test • Extra help component • Analyze work and make corrections • Stories on tape • Alternate testing • Study guides • Leveled trade books 	<ul style="list-style-type: none"> • Enrichment packets • Flexible Grouping • Independent projects • Games • Peer teaching • Peer tutoring • Design materials for peer tutoring • Research projects • Participation in reading competitions • Real-life applications • Book reports and projects • Computer software • Enrichment and extension activities from sourcebook

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<p>1.1.3 Learning to Read Independently</p>						
	<ul style="list-style-type: none"> • Use context clues to determine the meaning of unfamiliar words. • Develop vocabulary using a cloze paragraph/ sentences • Locate synonyms in a story. • Develop vocabulary using prior knowledge. • Recognize and use synonyms/antonyms • Identify the two words that make up a compound word. • Recognize and spell compound words. • Develop vocabulary by classifying fairy-tale and folk-tale words. 					

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<p>1.1.3 Learning to Read Independently</p>						
<p>F. Understand the meaning of and use correctly new vocabulary learned in various subject areas.</p>	<ul style="list-style-type: none"> • Expand oral language. • Develop vocabulary by classifying fairy tale and folk tale words. • Explain the meaning of idioms. • Develop figurative language. • Elaborate on knowledge of words. • Identify words that name places. • Identify and use sensory words. • Develop vocabulary using cloze sentences. 	<ul style="list-style-type: none"> • Class discussion • Whole class instruction • Flexible grouping • Classify and categorize words 	<ul style="list-style-type: none"> • Literacy sourcebook • Teacher’s source book • Workbooks • Trade books • Transparencies • Technology resources • Assessment resources • Hands-on materials 	<ul style="list-style-type: none"> • Cloze procedure • Writing sample • Teacher observation • Student self-assessment • Portfolio • Quizzes • End of unit tests • Standardized tests • Study guide • Workbook 	<ul style="list-style-type: none"> • Review • Flexible Grouping • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach skills • Alternate assignments • Extended time • Re-read • Instructional games • Software practice • Peer tutors • Re-test • Extra help component • Analyze work and make corrections • Stories on tape • Alternate testing • Study guides • Leveled trade books 	<ul style="list-style-type: none"> • Enrichment packets • Flexible Grouping • Independent projects • Games • Peer teaching • Peer tutoring • Design materials for peer tutoring • Research projects • Participation in reading competitions • Real-life applications • Book reports and projects • Computer software • Enrichment and extension activities from sourcebook

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<p>1.1.3 Learning to Read Independently</p>						
<p>G. Demonstrate after reading understanding and interpretation of both fiction and nonfiction text.</p> <ul style="list-style-type: none"> • Re-tell or summarize the major ideas, themes or procedures of the text. • Connect the new information or ideas in the text to known information. • Clarify ideas and Understandings through rereading and discussion. • Cite evidence from the text. 	<ul style="list-style-type: none"> • Make connections with the theme. • Use the key strategy of main idea/details. • Share thoughts, opinions and questions about the selection. • Transfer learning to a new text. • Recognize the literary element of mood. • Explain symbolism in a story. • Identify directional words and symbols of a map key • Compare/contrast. • Evaluate the selection using critical thinking. • Re-tell or summarize the major ideas, themes or procedures of the text. • Connect the new information or ideas in the text to known information. • Clarify ideas and understandings through rereading and discussion. • Cite evidence from the text. 	<ul style="list-style-type: none"> • Questioning • Flexible grouping • Oral and written re-telling and summaries • Graphic organizers • Class discussion • Story time line using word, pictures, or both • Think-a-louds • Question plot cube • Cooperative groupings to share feelings and questions one another • Discuss author’s purpose • Sequence strips 	<ul style="list-style-type: none"> • Literacy sourcebook • Teacher’s literacy sourcebook • Literacy workbooks • Trade books • Transparencies • Technology resources • Leveled reading materials • Assessment resources 	<ul style="list-style-type: none"> • Cloze procedure • Writing sample • Teacher observation • Student self assessment • Portfolio • Quizzes • End of unit tests • Standardized tests • Study guide • Workbook • Performance assessment • Authentic assessment 	<ul style="list-style-type: none"> • Review • Flexible Grouping • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach skills • Alternate assignments • Extended time • Re-read • Instructional games • Software practice • Peer tutors • Re-test • Extra help component • Analyze work and make corrections • Stories on tape • Alternate testing • Study guides • Leveled trade books 	<ul style="list-style-type: none"> • Enrichment packets • Flexible Grouping • Independent projects • Games • Peer teaching • Peer tutoring • Design materials for peer tutoring • Research projects • Participation in reading competitions • Real-life applications • Book reports and projects • Computer software • Enrichment and extension activities from sourcebook

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<p>1.1.3 Learning to Read Independently</p>						
	<ul style="list-style-type: none"> • Identify steps in a process. • Demonstrate the use of prior knowledge to make connections in the selection. • Recognize implied meanings. • Determine the problem and brainstorm solutions. • Interpret illustrations. • Re-tell the story using illustrations. • Use the key strategy of point of view. • Summarize a story. • Re-tell a story. • Recognize the theme of a story. • Evaluate a character by his actions and words. • Evaluate the situations in the story. • Determine the sequence. • Evaluate the author’s purpose. • Make inferences. • Draw conclusions. 					

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<p>1.1.3 Learning to Read Independently</p>						
<p>H. Demonstrate fluency and comprehension in reading.</p>	<ul style="list-style-type: none"> • Interpret the text structure of the story. • Recognize the repetitive text structure. • Recognize the rhythm and repetition of a rhyme. • Recognize different genres of writing. • Read orally with accuracy and expression. • Read familiar materials aloud with accuracy. • Self-correct mistakes. • Use appropriate rhythm, flow, meter and pronunciation. • Read a variety of genres and types of text. • Demonstrates comprehension through self-selected literature choices. 	<ul style="list-style-type: none"> • Oral and silent reading • Paired reading • Flexible grouping • Self-monitoring chart • Use of listening centers • Book reports • Tape oral reading • Guided reading lessons • Question/answer charts • Choral reading • Read alouds 	<ul style="list-style-type: none"> • Literacy sourcebook • Teacher’s literacy sourcebook • Literacy workbooks • Trade books • Transparencies • Technology resources • Leveled reading materials • Assessment resources • Timer • Fluency chart for self-monitoring 	<ul style="list-style-type: none"> • DIBELS • Teacher observation • Paired critiques • Graphic organizers • Oral presentation • Workbook • Informal reading inventory • Black line masters • End of unit tests • Standardized tests • Book reports • Quick check and observation • Story response • Journal writing sample 	<ul style="list-style-type: none"> • Review • Flexible Grouping • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach skills • Alternate assignments • Extended time • Re-read • Instructional games • Software practice • Peer tutors • Re-test • Extra help component • Analyze work and make corrections • Stories on tape • Alternate testing • Study guides • Leveled trade books 	<ul style="list-style-type: none"> • Enrichment packets • Flexible Grouping • Independent projects • Games • Peer teaching • Peer tutoring • Design materials for peer tutoring • Research projects • Participation in reading competitions • Real-life applications • Book reports and projects • Computer software • Enrichment and extension activities from sourcebook

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<p>1.2.3 Reading Critically in All Content Areas</p>						
<p>A. Read and understand essential content of informational texts and documents in all academic areas.</p>	<ul style="list-style-type: none"> • Differentiate fact from opinion within text. • Distinguish between essential and nonessential information within a text. • Make inferences from text when studying a topic (e.g., science, social studies) and draw conclusions based on text. • Compare and contrast. • Recognize facts. • Identify cause and effect. • Make judgments about the characters. • Draw conclusions from the story. • Identify and use problem-solving strategies. • Analyze information. • Identify character traits and feelings. • To make predictions. 	<ul style="list-style-type: none"> • Venn diagram • Flexible grouping • Graphic organizer • Cause/effect • Library research • Character trait organizer • Discussion web • KWL chart • Learning log • Directed note taking • Predict and revise • Study guide 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literacy source book • Literacy workbooks • Trade books • Transparencies • Technology resources • Leveled reading materials • Assessment resources • A variety of graphic organizers • Additional content area texts/resources 	<ul style="list-style-type: none"> • Book report • Journal writing • Workbook • Black line masters • End of unit tests • Standardized tests • Quizzes • Graphic organizers • Portfolio • Teacher observation • Inventory reading • Conferencing and discussion • Authentic assessment • Alternative assessment 	<ul style="list-style-type: none"> • Review • Flexible Grouping • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach skills • Alternate assignments • Extended time • Re-read • Instructional games • Software practice • Peer tutors • Re-test • Extra help component • Analyze work and make corrections • Stories on tape • Alternate testing • Study guides • Leveled trade books 	<ul style="list-style-type: none"> •• Enrichment packets • Flexible Grouping • Independent projects • Games • Peer teaching • Peer tutoring • Design materials for peer tutoring • Research projects • Participation in reading competitions • Real-life applications • Book reports and projects • Computer software • Enrichment and extension activities from sourcebook

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<p>1.2.3 Reading Critically in All Content Areas</p>						
	<ul style="list-style-type: none"> • Develop critical thinking skills • Identify problems and solutions. • Make inferences. • Recognize cause and effect. • Recognize Informational texts. • Use critical thinking for analyzing and synthesizing the story. • Analyze text organization and content to derive meaning from text using established criteria. 					

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<p>PA Academic Standards Student must be able to do</p>	<p>Objective Content or process student will be able to know and do</p>	<p>Instructional Methods</p>	<p>Materials/Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p>*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p>*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p>*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>1.2.3 Reading Critically in All Content Areas</p>						
<p>B. Use and understand a variety of media and evaluate the quality of material produced.</p>	<ul style="list-style-type: none"> • Utilize electronic media to develop a project. • Produce an audio tape of oral reading. • Use electronic media for research. 	<ul style="list-style-type: none"> • Direct instruction • Flexible grouping • Modeling • Graphic organizers • Learning centers • Guided practice • Independent practice • Cooperative groups 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literacy source book • Dictionaries • Work books • Black lines • Transparencies • Charts • Teacher-made materials • Technology resources • Games • Trade books • Posters • Multimedia resources 	<ul style="list-style-type: none"> • Projects • Portfolio assessment • Work sample analysis • Multimedia presentation • Rubric • Technology • Teacher observation 	<ul style="list-style-type: none"> • Review • Flexible Grouping • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach skills • Alternate assignments • Extended time • Re-read • Instructional games • Software practice • Peer tutors • Re-test • Extra help component • Analyze work and make corrections • Stories on tape • Alternate testing • Study guides • Leveled trade books 	<ul style="list-style-type: none"> • Enrichment packets • Flexible Grouping • Independent projects • Games • Peer teaching • Peer tutoring • Design materials for peer tutoring • Research projects • Participation in reading competitions • Real-life applications • Book reports and projects • Computer software • Enrichment and extension activities from sourcebook

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<p>1.2.3 Reading Critically in All Content Areas</p>						
<p>C. Produce work in at least one literary genre that follows the conventions of the genre.</p>	<ul style="list-style-type: none"> • Read and discuss the elements of a genre. • Choose a genre and generate a writing using the 5-step writing process. 	<ul style="list-style-type: none"> • Direct instruction • Flexible grouping • Modeling • Graphic organizers • Learning centers • Guided practice • Independent practice • Cooperative groups 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literacy source book • Dictionaries • Work books • Black lines • Transparencies • Charts • Teacher-made materials • Technology resources • Games • Trade books • Posters • Multimedia resources 	<ul style="list-style-type: none"> • Projects • Portfolio assessment • Work sample analysis • Multimedia presentation • Rubric • Technology • Teacher observation 	<ul style="list-style-type: none"> • Review • Flexible Grouping • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach skills • Alternate assignments • Extended time • Re-read • Instructional games • Software practice • Peer tutors • Re-test • Extra help component • Analyze work and make corrections • Stories on tape • Alternate testing • Study guides • Leveled trade books 	<ul style="list-style-type: none"> • Enrichment packets • Flexible Grouping • Independent projects • Games • Peer teaching • Peer tutoring • Design materials for peer tutoring • Research projects • Participation in reading competitions • Real-life applications • Book reports and projects • Computer software • Enrichment and extension activities from sourcebook

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1.3.3 Reading, Analyzing and Interpreting Literature						
A. Read and understand works of literature.	<ul style="list-style-type: none"> • To enjoy authentic literature. • Read and comprehend realistic fiction. • Gain information from a photo essay. • Read and comprehend an informational story. • Read and comprehend folk tales. • Recognize characteristics of a legend. • Identify the literary elements of realistic fiction. • Distinguish between reality and fantasy. • Appreciate the literary elements of nonfiction. • Demonstrate knowledge of nonfiction. • Compare two genres-stories and plays. • Explain the text structure of a play, including dialogue and state directions. • Recognize the elements of humor. • Recognize the literary elements of autobiography • Recognize the text structure of dialogue, and distinguish it from narration. • Recognize the structure of a letter. • Appreciate the literary elements of a mystery. 	<ul style="list-style-type: none"> • Direct instruction • Flexible grouping • Modeling • Graphic organizers • Learning centers • Guided practice • Independent practice • Cooperative groups 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literacy source book • Dictionaries • Work books • Black lines • Transparencies • Charts • Teacher-made materials • Technology resources • Games • Trade books • Posters • Multimedia resources 	<ul style="list-style-type: none"> • Projects • Portfolio assessment • Work sample analysis • Multimedia presentation • Rubric • Technology • Teacher observation 	<ul style="list-style-type: none"> • Review • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach skills • Alternate assignments • Extended time • Reread • Instructional games • Software practice • Peer tutors • Retest • Extra help component • Analyze work and make corrections • Stories on tape • Alternate testing • Study guides • Leveled trade books 	<ul style="list-style-type: none"> • Enrichment packets • Flexible Grouping • Independent projects • Games • Peer teaching • Peer tutoring • Design materials for peer tutoring • Research projects • Participation in reading competitions • Real-life applications • Book reports and projects • Computer software • Enrichment and extension activities from sourcebook

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<p>1.3.3 Reading, Analyzing and Interpreting Literature</p>						
<p>B. Identify literary elements in story describing characters, setting and plot.</p>	<ul style="list-style-type: none"> • Identify the literary element of plot. • Use the key strategy of character traits and feelings. • Identify setting of a story. • Evaluate a character by his actions and words. • Use story clues to determine the setting. • Describe and use the key strategy of setting. • Identify the literary element of mood. 	<ul style="list-style-type: none"> • Direct instruction • Flexible grouping • Modeling • Graphic organizers • Learning centers • Guided practice • Independent practice • Cooperative groups 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literacy source book • Dictionaries • Work books • Black lines • Transparencies • Charts • Teacher-made materials • Technology resources • Games • Trade books • Posters • Multimedia resources 	<ul style="list-style-type: none"> • Projects • Portfolio assessment • Work sample analysis • Multimedia presentation • Rubric • Technology • Teacher observation 	<ul style="list-style-type: none"> • Review • Flexible Grouping • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach skills • Alternate assignments • Extended time • Re-read • Instructional games • Software practice • Peer tutors • Re-test • Extra help component • Analyze work and make corrections • Stories on tape • Alternate testing • Study guides • Leveled trade books 	<ul style="list-style-type: none"> • Enrichment packets • Flexible Grouping • Independent projects • Games • Peer teaching • Peer tutoring • Design materials for peer tutoring • Research projects • Participation in reading competitions • Real-life applications • Book reports and projects • Computer software • Enrichment and extension activities from sourcebook

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<p>1.3.3 Reading, Analyzing and Interpreting Literature</p>						
<p>C. Identify literary devices in stories (e.g., rhyme rhythm). D. Identify the structures in poetry (e.g., pattern books, predictable books, and nursery rhymes).</p>	<ul style="list-style-type: none"> • Generate rhyming words. • Identify the literary elements of repetition, rhyme, and rhythm. • Identify words that rhyme. • Investigate words With onomatopoeia. • Demonstrate the use of alliteration. • Differentiate between the structures of different forms of poetry. 	<ul style="list-style-type: none"> • Direct instruction • Flexible grouping • Modeling • Graphic organizers • Learning centers • Guided practice • Independent practice • Cooperative groups • Poem reading • Clapping the rhythm • Write/illustrate personification • Choral reading 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literacy source book • Dictionaries • Work books • Black lines • Transparencies • Charts • Teacher-made materials • Technology resources • Games • Trade books • Posters • Multimedia resources 	<ul style="list-style-type: none"> • Projects • Portfolio assessment • Work sample analysis • Multimedia presentation • Rubric • Technology • Teacher observation 	<ul style="list-style-type: none"> • Review • Flexible Grouping • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach skills • Alternate assignments • Extended time • Re-read • Instructional games • Software practice • Peer tutors • Re-test • Extra help component • Analyze work and make corrections • Stories on tape • Alternate testing • Study guides • Leveled trade books 	<ul style="list-style-type: none"> • Enrichment packets • Flexible Grouping • Independent projects • Games • Peer teaching • Peer tutoring • Design materials for peer tutoring • Research projects • Participation in reading competitions • Real-life applications • Book reports and projects • Computer software • Enrichment and extension activities from sourcebook

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<p>1.3.3 Reading, Analyzing and Interpreting Literature</p>						
<p>E. Identify the structures in drama (e.g., dialogue, story enactment, acts, scenes).</p>	<ul style="list-style-type: none"> • Use imagination to visualize the story • Identify the literary element of dialogue. • Recognize the text structure of dialogue, and distinguish it from narration. • Recognize humor in selection. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Flexible grouping • Graphic organizers • Learning centers • Guided practice • Independent practice • Cooperative groups • Charades and Pantomime activities. • Write a dialogue in small groups and read aloud. • Readers' theater • Group discussion. 	<ul style="list-style-type: none"> • Literacy source book • Teacher's literacy source book • Dictionaries • Work books • Black lines • Transparencies • Charts • Teacher-made materials • Technology resources • Games • Trade books • Posters • Multimedia resources 	<ul style="list-style-type: none"> • Projects • Portfolio assessment • Work sample analysis • Multimedia presentation • Rubric • Technology • Teacher observation 	<ul style="list-style-type: none"> • Review • Flexible Grouping • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach skills • Alternate assignments • Extended time • Re-read • Instructional games • Software practice • Peer tutors • Re-test • Extra help component • Analyze work and make corrections • Stories on tape • Alternate testing • Study guides • Leveled trade books 	<ul style="list-style-type: none"> • Enrichment packets • Flexible Grouping • Independent projects • Games • Peer teaching • Peer tutoring • Design materials for peer tutoring • Research projects • Participation in reading competitions • Real-life applications • Book reports and projects • Computer software • Enrichment and extension activities from sourcebook

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<p>1.3.3 Reading, Analyzing and Interpreting Literature</p>						
<p>F. Read and respond to nonfiction and fiction including poetry and drama.</p>	<ul style="list-style-type: none"> • Write, discuss or draw responses to a selection. • Read various genres of literature • Comprehend poetic language. • Dramatize a story. • Role play • Participate in an action song. • Respond to a poem. • Differentiate between realistic fiction and fantasy. 	<ul style="list-style-type: none"> • Direct instruction • Flexible grouping • Modeling • Graphic organizers • Learning centers • Guided practice • Independent practice • Cooperative grouping • Journals • Discussion • Literature circles • Illustrate response to a selection • Book making 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literacy source book • Dictionaries • Work books • Black lines • Transparencies • Charts • Teacher-made materials • Technology resources • Games • Trade books • Posters • Multimedia resources 	<ul style="list-style-type: none"> • Projects • Portfolio assessment • Work sample analysis • Multimedia presentation • Rubric • Technology • Teacher observation 	<ul style="list-style-type: none"> • Review • Flexible Grouping • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach skills • Alternate assignments • Extended time • Re-read • Instructional games • Software practice • Peer tutors • Re-test • Extra help component • Analyze work and make corrections • Stories on tape • Alternate testing • Study guides • Leveled trade books 	<ul style="list-style-type: none"> • Enrichment packets • Flexible Grouping • Independent projects • Games • Peer teaching • Peer tutoring • Design materials for peer tutoring • Research projects • Participation in reading competitions • Real-life applications • Book reports and projects • Computer software • Enrichment and extension activities from sourcebook

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<p>1.4.3 Types of Writing</p>						
<p>A. Write narrative pieces (e.g., stories, poems and plays).</p>	<ul style="list-style-type: none"> • Use the key strategy of sequencing to recognize the time order of events. • Compose a new ending for a story. • Compose a variety of narrative pieces. • Include detailed descriptions of people, places and things. • Use relevant illustrations. • Include literary elements. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Flexible grouping • Graphic organizers • Learning centers • Guided practice • Independent practice • Cooperative groups • Brainstorm writing ideas/topics • Five step writing process • Illustrate writing piece • Write piece including literary elements. • Partner for brainstorming, editing and sharing. 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literacy source book • Dictionaries • Work books • Black lines • Transparencies • Charts • Teacher-made materials • Technology resources • Games • Trade books • Posters • Multimedia resources 	<ul style="list-style-type: none"> • Projects • Portfolio assessment • Work sample analysis • Multimedia presentation • Rubric • Technology • Teacher observation 	<ul style="list-style-type: none"> • Review • Flexible Grouping • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach skills • Alternate assignments • Extended time • Re-read • Instructional games • Software practice • Peer tutors • Re-test • Extra help component • Analyze work and make corrections • Stories on tape • Alternate testing • Study guides • Leveled trade books 	<ul style="list-style-type: none"> • Enrichment packets • Flexible Grouping • Independent projects • Games • Peer teaching • Peer tutoring • Design materials for peer tutoring • Research projects • Participation in reading competitions • Real-life applications • Book reports and projects • Computer software • Enrichment and extension activities from sourcebook

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<p>1.4.3 Types of Writing</p>						
<p>B. Write informational pieces (e.g., descriptions, letters, reports, instructions) using illustrations when relevant.</p>	<ul style="list-style-type: none"> • Compose and follow directions. • Identify the writing style of manuscript. • Write an Informational story. • Create a chart. • Design a poster. • Create a menu. • Use cartoon for Different perspectives. • Record observations in a log. • Compose a book report. 	<ul style="list-style-type: none"> • Direct instruction • Flexible grouping • Modeling • Graphic organizers • Learning centers • Guided practice • Independent practice • Cooperative groups • Brainstorm writing ideas/topics • Five step writing process • Illustrate writing piece • Write piece including literary elements. • Partner for brainstorming, Editing and sharing. 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literacy source book • Dictionaries • Work books • Black lines • Transparencies • Charts • Teacher-made materials • Technology resources • Games • Trade books • Posters • Multimedia resources 	<ul style="list-style-type: none"> • Projects • Portfolio assessment • Work sample analysis • Multimedia presentation • Rubric • Technology • Teacher observation 	<ul style="list-style-type: none"> • Review • Flexible Grouping • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach skills • Alternate assignments • Extended time • Re-read • Instructional games • Software practice • Peer tutors • Re-test • Extra help component • Analyze work and make corrections • Stories on tape • Alternate testing • Study guides • Leveled trade books 	<ul style="list-style-type: none"> • Enrichment packets • Flexible Grouping • Independent projects • Games • Peer teaching • Peer tutoring • Design materials for peer tutoring • Research projects • Participation in reading competitions • Real-life applications • Book reports and projects • Computer software • Enrichment and extension activities from sourcebook

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<p>1.4.3 Types of Writing</p>						
<p>C. Write an opinion and support it with facts.</p>	<ul style="list-style-type: none"> • Distinguish between a fact/ opinion. • Write an opinion and develop facts to support it. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Flexible grouping • Graphic organizers • Learning centers • Guided practice • Independent practice • Cooperative groups • Brainstorm writing ideas/topics • Five step writing process • Illustrate writing piece • Write piece including literary elements. • Partner for brainstorming, editing and sharing. 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literacy source book • Dictionaries • Work books • Black lines • Transparencies • Charts • Teacher-made materials • Technology resources • Games • Trade books • Posters • Multimedia resources 	<ul style="list-style-type: none"> • Projects • Portfolio assessment • Work sample analysis • Multimedia presentation • Rubric • Technology • Teacher observation 	<ul style="list-style-type: none"> • Review • Flexible Grouping • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach skills • Alternate assignments • Extended time • Re-read • Instructional games • Software practice • Peer tutors • Re-test • Extra help component • Analyze work and make corrections • Stories on tape • Alternate testing • Study guides • Leveled trade books 	<ul style="list-style-type: none"> • Enrichment packets • Flexible Grouping • Independent projects • Games • Peer teaching • Peer tutoring • Design materials for peer tutoring • Research projects • Participation in reading competitions • Real-life applications • Book reports and projects • Computer software • Enrichment and extension activities from sourcebook

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<p>1.5.3 Quality of Writing</p>						
<p>A. Write with sharp, distinct focus identifying topic, task and audience.</p>	<ul style="list-style-type: none"> • Develop a specific topic, purpose and audience to write a variety of literary pieces. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Flexible grouping • Graphic organizers • Learning centers • Guided practice • Independent practice • Cooperative groups • Brainstorm writing ideas/topics • Five step writing process • Illustrate writing piece • Write piece including literary elements. • Partner for brainstorming, editing and sharing. 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literacy source book • Dictionaries • Work books • Black lines • Transparencies • Charts • Teacher-made materials • Technology resources • Games • Trade books • Posters • Multimedia resources 	<ul style="list-style-type: none"> • Projects • Portfolio assessment • Work sample analysis • Multimedia presentation • Rubric • Technology • Teacher observation 	<ul style="list-style-type: none"> • Review • Flexible Grouping • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach skills • Alternate assignments • Extended time • Re-read • Instructional games • Software practice • Peer tutors • Re-test • Extra help component • Analyze work and make corrections • Stories on tape • Alternate testing • Study guides • Leveled trade books 	<ul style="list-style-type: none"> • Enrichment packets • Flexible Grouping • Independent projects • Games • Peer teaching • Peer tutoring • Design materials for peer tutoring • Research projects • Participation in reading competitions • Real-life applications • Book reports and projects • Computer software • Enrichment and extension activities from sourcebook

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<p>1.5.3 Quality of Writing</p>						
<p>B. Write using well developed content appropriate for the topic.</p>	<ul style="list-style-type: none"> • Complete a KWL chart. • Write steps for an activity. • Compose a book report. • Identify steps in a process. • Make a map. • Compose a letter. • Design a poster. • Make a chart. • Compare and contrast ideas. • Categorize information. • Record observations in a log. • Gather information. • Make a class book. • Compose using writing process. • Compose and follow directions. • Gather and organize information. • Write a series of related sentences or paragraphs with one central idea. • Incorporate details relevant and appropriate to the topic. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Flexible grouping • Graphic organizers • Learning centers • Guided practice • Independent practice • Cooperative groups • Brainstorm writing ideas/topics • Five step writing process • Illustrate writing piece • Write piece including literary elements. • Partner for brainstorming, editing and sharing. 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literacy source book • Dictionaries • Work books • Black lines • Transparencies • Charts • Teacher-made materials • Technology resources • Games • Trade books • Posters • Multimedia resources 	<ul style="list-style-type: none"> • Projects • Portfolio assessment • Work sample analysis • Multimedia presentation • Rubric • Technology • Teacher observation 	<ul style="list-style-type: none"> • Review • Flexible Grouping • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach skills • Alternate assignments • Extended time • Re-read • Instructional games • Software practice • Peer tutors • Re-test • Extra help component • Analyze work and make corrections • Stories on tape • Alternate testing • Study guides • Leveled trade books 	<ul style="list-style-type: none"> • Enrichment packets • Flexible Grouping • Independent projects • Games • Peer teaching • Peer tutoring • Design materials for peer tutoring • Research projects • Participation in reading competitions • Real-life applications • Book reports and projects • Computer software • Enrichment and extension activities from sourcebook

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<p>1.5.3 Quality of Writing</p>						
<p>C. Write with controlled and/or subtle organization. • Sustain a logical order. • Include a recognizable beginning, middle and end.</p>	<ul style="list-style-type: none"> • Write steps for a how-to paragraph. • Write a cause and effect story. • Write a description of a real-life event. • Compose a realistic story using the five step writing process. • Write a narrative with a theme. • Write a story using exaggeration. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Flexible grouping • Graphic organizers • Learning centers • Guided practice • Independent practice • Cooperative groups • Brainstorm writing ideas/topics • Five step writing process • Illustrate writing piece • Write piece including literary elements. • Partner for brainstorming, editing and sharing. 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literacy source book • Dictionaries • Work books • Black lines • Transparencies • Charts • Teacher-made materials • Technology resources • Games • Trade books • Posters • Multimedia resources 	<ul style="list-style-type: none"> • Projects • Portfolio assessment • Work sample analysis • Multimedia presentation • Rubric • Technology • Teacher observation 	<ul style="list-style-type: none"> • Review • Flexible Grouping • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach skills • Alternate assignments • Extended time • Re-read • Instructional games • Software practice • Peer tutors • Re-test • Extra help component • Analyze work and make corrections • Stories on tape • Alternate testing • Study guides • Leveled trade books 	<ul style="list-style-type: none"> • Enrichment packets • Flexible Grouping • Independent projects • Games • Peer teaching • Peer tutoring • Design materials for peer tutoring • Research projects • Participation in reading competitions • Real-life applications • Book reports and projects • Computer software • Enrichment and extension activities from sourcebook

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<p>PA Academic Standards Student must be able to do</p>	<p>Objective Content or process student will be able to know and do</p>	<p>Instructional Methods</p>	<p>Materials/Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p>*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p>*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p>*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>1.5.3 Quality of Writing</p>						
<p>D. Write with an awareness of the stylistic aspects of composition.</p>	<ul style="list-style-type: none"> • Recognize parts of simple sentences. • Compose a variety of literary pieces using descriptive words and action verbs. • Use sentences of differing lengths and complexities. • Use descriptive words and action verbs. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Flexible grouping • Graphic organizers • Learning centers • Guided practice • Independent practice • Cooperative groups • Brainstorm writing ideas/topics • Five step writing process • Illustrate writing piece • Write piece including literary elements. • Partner for brainstorming, editing and sharing. 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literacy source book • Dictionaries • Work books • Black lines • Transparencies • Charts • Teacher-made materials • Technology resources • Games • Trade books • Posters • Multimedia resources 	<ul style="list-style-type: none"> • Projects • Portfolio assessment • Work sample analysis • Multimedia presentation • Rubric • Technology • Teacher observation 	<ul style="list-style-type: none"> • Review • Flexible Grouping • Re-teach • Flexible grouping • Individualized instruction • Small group instruction • Pre-teach skills • Alternate assignments • Extended time • Re-read • Instructional games • Software practice • Peer tutors • Re-test • Extra help component • Analyze work and make corrections • Stories on tape • Alternate testing • Study guides • Leveled trade books 	<ul style="list-style-type: none"> • Enrichment packets • Flexible Grouping • Independent projects • Games • Peer teaching • Peer tutoring • Design materials for peer tutoring • Research projects • Participation in reading competitions • Real-life applications • Book reports and projects • Computer software • Enrichment and extension activities from sourcebook

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<p>PA Academic Standards Student must be able to do</p>	<p>Objective Content or process student will be able to know and do</p>	<p>Instructional Methods</p>	<p>Materials/Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p>*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p>*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p>*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>1.5.3 Quality of Writing</p>						
<p>E. Revise writing to improve detail and order by identifying missing information and determining whether ideas follow logically.</p>	<ul style="list-style-type: none"> • Reread and revise writing. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Graphic organizers • Learning centers • Guided practice • Independent practice • Cooperative groups • Brainstorm writing ideas/topics • Five step writing process • Illustrate writing piece • Write piece including literary elements. • Partner for brainstorming, editing and sharing. <ul style="list-style-type: none"> • Model revising techniques • Self-correct • Peer tutoring to revise • Revise with teacher 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literacy source book • Dictionaries • Black lines • Transparencies • Charts • Teacher-made materials • Technology resources • Posters • Multimedia resources 	<ul style="list-style-type: none"> • Projects • Portfolio assessment • Work sample analysis • Multimedia presentation • Rubric • Technology • Teacher observation 	<ul style="list-style-type: none"> • Review • Re-teach • Individualized instruction • Small group instruction • Pre-teach skills • Extended time • Peer tutors • Extra help component • Analyze work and make corrections 	<ul style="list-style-type: none"> • Enrichment packets • Independent projects • Peer tutoring • Research projects • Real life applications • Book reports and Projects • Enrichment and extension activities from source book

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<p align="center">PA Academic Standards Student must be able to do</p>	<p align="center">Objective Content or process student will be able to know and do</p>	<p align="center">Instructional Methods</p>	<p align="center">Materials/Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p align="center">*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p align="center">*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p align="center">*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>1.5.3 Quality of Writing</p>						
<p>F. Edit writing using the conventions of language.</p>	<ul style="list-style-type: none"> • Use capital letters correctly (first word in sentences, proper nouns, pronoun “I”). • Punctuate correctly (periods, exclamation points, question marks, commas in a series). • Use nouns, pronouns, verbs, adjectives properly. • Identify capitalization of proper nouns. • Use apostrophes to spell contractions. • Identify and write simple sentences. • Identify singular and plural nouns. • Identify and use subjects and predicates. • Identify and use subject pronouns. • Capitalize titles and initials. • Spell words with irregular plurals. • Capitalize the first word in a sentence. • Use the pronoun “I.” • Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative). 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Graphic organizers • Guided practice • Independent practice • Cooperative groups • Five step writing process • Write piece including literary elements. • Partner for brainstorming, editing and sharing • Model revising techniques • Self-correct • Peer tutoring to revise • Revise with teacher • Use a dictionary and word wall to check spelling 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literacy source book • Dictionaries • Black lines • Transparencies • Charts • Teacher-made materials • Technology resources • Posters • Multimedia resources 	<ul style="list-style-type: none"> • Projects • Portfolio assessment • Work sample analysis • Multimedia presentation • Rubric • Technology • Teacher observation 	<ul style="list-style-type: none"> • Review • Re-teach • Individualized instruction • Small group instruction • Pre-teach skills • Extended time • Peer tutors • Analyze work and make corrections 	<ul style="list-style-type: none"> • Enrichment packets • Independent projects • Peer tutoring • Design materials for peer tutoring • Research projects • Real life applications • Book reports and projects • Illustrate writing piece • Computer software • Enrichment and extension activities from source book

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<p>PA Academic Standards Student must be able to do</p>	<p>Objective Content or process student will be able to know and do</p>	<p>Instructional Methods</p>	<p>Materials/Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p>*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p>*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p>*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>1.5.3 Quality of Writing</p>						
<p>G. Present and/or defend written work for publication when appropriate.</p>	<ul style="list-style-type: none"> • Make an oral presentation from written work. 	<ul style="list-style-type: none"> • Modeling presentation techniques • Individual presentations 	<ul style="list-style-type: none"> • Student’s written work • Student-made materials • Technology resources 	<ul style="list-style-type: none"> • Presentations and demonstrations • Portfolios • Conferences • Rubric and checklist • Student self assessment 	<ul style="list-style-type: none"> • Peer coaching • Extended time 	<ul style="list-style-type: none"> • Make oral presentations with additional information.

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<p>1.6.3 Speaking and Listening</p>						
<p>A. Listen to others.</p>	<ul style="list-style-type: none"> • Listen with a purpose. • Work as a team. • Communicate ideas. • Use listening as a learning tool. • Communicate thoughts and feelings. • Share experiences. • Listen for information. • Share stories. • Gather feedback. • Ask questions as an aid to understanding. • Distinguish fact from opinion 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Graphic organizers • Cooperative groups • Make a list of words that denote opinion statements • Model questioning techniques • Class discussion 	<ul style="list-style-type: none"> • Teacher’s literacy source book • Transparencies • Charts • Teacher-made materials • Games • Trade books • Multimedia resources • Posters 	<ul style="list-style-type: none"> • Projects • Work sample analysis • Multimedia presentation • Rubric • Technology • Teacher observation 	<ul style="list-style-type: none"> • Review • Individualized instruction • Small group instruction • Pre-teach skills assignments • Alternate assignments • Instructional games 	<ul style="list-style-type: none"> • Enrichment packets • Games • Partner reading • Research projects • Real life applications • Oral reports and Projects • Enrichment and extension activities from sourcebook

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<p>PA Academic Standards Student must be able to do</p>	<p>Objective Content or process student will be able to know and do</p>	<p>Instructional Methods</p>	<p>Materials/Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p>*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p>*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p>*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>1.6.3 Speaking and Listening</p>						
<p>B. Listen to a selection of literature (fiction and/or nonfiction).</p>	<ul style="list-style-type: none"> • Make predictions. • Use new vocabulary, concepts, and illustrations. • Analyze the characters. • Use the key strategy of steps in-a-process. Recognize repetitive text. • To retell stories. • Relate a message. • Preview and predict events in a story. • Listen to appreciate and enjoy a story. • Respond to a story. • Listen for information. • Complete a sequence chain. • Recognize that a selection is organized by steps. • Retell the sequence of a story. • Relate it to similar experiences. • Predict what will happen next. • Retell a story in chronological order. • Recognize character and tone. • Identify and define new words and concepts. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Graphic organizers • Learning centers • Guided practice • Independent practice • Cooperative groups • Presentation techniques • Questioning • Class discussion • Journal writing • Sequence activities. 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literacy source book • Teacher-made materials • Technology resources • Trade books • Posters • Multimedia resources 	<ul style="list-style-type: none"> • Projects • Multimedia presentation resources • Technology • Teacher observation 	<ul style="list-style-type: none"> • Review • Re-teach • Individualized instruction • Small group instruction • Pre-teach skills • Alternate assignments • Extended time • Instructional games • Software practice • Stories on tape 	<ul style="list-style-type: none"> • Independent projects • Partner reading • Research projects • Multimedia • Enrichment and extension activities from source book

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<p>1.6.3 Speaking and Listening</p>						
<p>C. Speak using skills appropriate to formal speech situations.</p>	<ul style="list-style-type: none"> • Read orally with accuracy and expression. • Develop appropriate tone and mood when reading orally. • Make an oral presentation from written work or give an oral impromptu response. • Use appropriate volume. • Pronounce most words accurately. • Pace speech so that it is understandable. • Demonstrate an awareness of audience. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Guided practice • Cooperative groups • Small group practice • Echo reading • Choral reading 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literacy source book • Charts • Teacher-made materials • Games • Trade books • Posters • Multimedia resources 	<ul style="list-style-type: none"> • Presentations • Observation • Miscue analysis • DIBELS 	<ul style="list-style-type: none"> • Extended time 	<ul style="list-style-type: none"> • Compose a multimedia presentation • Debate

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<p>1.6.3 Speaking and Listening</p>						
<p>D. Contribute to discussions.</p>	<ul style="list-style-type: none"> • Draw conclusions about the selection. • Compose a question for an interview. • Share thoughts, opinions, and questions about the selection. • Work as a team. • Gather feedback from one another. • Appreciate people’s different interests. <ul style="list-style-type: none"> • Brainstorm ideas. • Express ideas. • Ask relevant questions. • Respond with appropriate information or opinions to questions asked. • Listen to and acknowledge the contributions of others. • Display appropriate turn taking behaviors. 	<ul style="list-style-type: none"> • Modeling • Questioning techniques • Cooperative group work • Develop a list of questions to a specific topic • Class discussion 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literacy source book • Transparencies • Charts • Teacher-made materials • Posters • Multimedia resources 	<ul style="list-style-type: none"> • Observation • Discussion • Conferences • Presentations and class projects 	<ul style="list-style-type: none"> • Individualized instruction • Small group instruction • Pre-teach skills • Alternate assignments • Extended time • Software practice • Stories on tape • Leveled trade books 	<ul style="list-style-type: none"> • Independent projects • Cooperative activities • Research projects • Real life applications • Book reports and Projects • Enrichment and extension activities from source book

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<p>1.6.3 Speaking and Listening</p>						
<p>E. Participate in small and large group discussions and presentations.</p>	<ul style="list-style-type: none"> • Participate in discussion following each reading selection. • Compose questions for an interview. • Work as a team. • Learn to listen and follow directions. • Make an oral Presentation about a topic. <ul style="list-style-type: none"> • Participate in everyday conversation. • Present oral readings. • Deliver short reports (e.g., Show-and-Tell, field trip summary). • Conduct short interviews. • Give simple directions and explanations. 	<ul style="list-style-type: none"> • Modeling • Questioning techniques • Literature circles • Class discussion • Allow time for conversation among peers • Read to class 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literacy source book • Transparencies • Teacher-made materials • Posters • Multimedia resources 	<ul style="list-style-type: none"> • Presentations, demonstrations and projects • Discussion • Observation • Teacher checklist 	<ul style="list-style-type: none"> • Small group instruction • Pre-teach skills • Alternate assignments • Extended time • Software practice • Stories on tape • Leveled trade books 	<ul style="list-style-type: none"> • Cooperative activities • Research projects • Real life applications • Book reports and projects • Enrichment and extension activities from source book

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<p>1.6.3 Speaking and Listening</p>						
<p>F. Use media for learning purpose.</p>	<ul style="list-style-type: none"> • Observe and discuss information from a variety of media resources. • Compare and contrast the changes in communication. • Expand knowledge/ understanding of the world using media. • Create an advertisement for a product. • Explain the importance of media • Explain how advertising sells products. 	<ul style="list-style-type: none"> • Modeling • Graphic organizers • Learning centers • Guided practice • Independent practice • Cooperative groups • Computer generated projects and programs • Make an ad poster • Take pictures with a camera • Use a microphone 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literacy source book • Transparencies • Charts • Teacher-made materials • Games • Posters • Multimedia resources 	<ul style="list-style-type: none"> • Projects • Multimedia presentation • Rubric • Teacher observation 	<ul style="list-style-type: none"> • Small group instruction • Pre-teach skills • Alternate assignments • Extended time • Instructional games • Software practice • Stories on tape • Leveled trade books 	<ul style="list-style-type: none"> • Independent projects • Cooperative activities • Research projects • Real life applications • Book reports and Projects • Enrichment and extension activities from source book

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<p>1.7.3 Characteristics and Functions of the English Language</p>						
<p>A. Identify words from other languages that are commonly used English words.</p>	<ul style="list-style-type: none"> • Determine the meanings of foreign words. • Identify English words (tortilla, salsa) derived from other languages. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Graphic organizers • Guided practice • Independent practice • Cooperative groups 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literacy source book • Dictionaries • Work books • Black lines • Transparencies • Charts • Teacher-made materials • Technology resources • Games • Posters • Multimedia resources 	<ul style="list-style-type: none"> • Teacher observation 	<ul style="list-style-type: none"> • Individualized instruction • Small group instruction • Extended time • Instructional games • Software practice • Stories on tape • Leveled trade books 	<ul style="list-style-type: none"> • Enrichment and extension activities from source book

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<p>1.7.3 Characteristics and Functions of the English Language</p>						
<p>B. Identify variations in the dialogues of literary characters and relate them to differences in occupation or geographical location.</p>	<ul style="list-style-type: none"> • Identify the literary elements of dialogue. • Distinguish between meanings of words used in different cultures. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Guided practice • Independent practice • Cooperative groups • Spanish, etc. – English word chart • Pictures with labels 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literacy source book • Charts • Multimedia resources 	<ul style="list-style-type: none"> • Projects • Multimedia presentation 	<ul style="list-style-type: none"> • Small group instruction 	<ul style="list-style-type: none"> • Enrichment packets

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<p>1.8.3 Research</p>						
<p>A. Select a topic for research.</p>	<ul style="list-style-type: none"> • Investigate a specific topic using a variety of literary and technological resources. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Graphic organizers 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literacy source book • Dictionaries • Encyclopedia • Trade and library resources • Multimedia resources 	<ul style="list-style-type: none"> • Projects • Teacher observation 	<ul style="list-style-type: none"> • Individualized instruction • Small group instruction 	<ul style="list-style-type: none"> • Research projects • Real life applications • Enrichment and extension activities from source book

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<p>1.8.3 Research</p>						
<p>B. Locate information using appropriate sources and strategies.</p>	<ul style="list-style-type: none"> • Research facts about a specific topic using a variety of resources such as books, magazines, computer, interviews, etc. • Explore a variety of Informational sources. Locate resources for particular task (e.g., newspapers, dictionary). • Select sources (e.g., dictionaries, encyclopedias, and interviews to write a family history, observations, and electronic media). • Use tables of contents, key words and guidewords. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Guided practice • Independent practice 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literacy source book • Dictionaries • Variety of informational resources • Multimedia resources 	<ul style="list-style-type: none"> • Projects 	<ul style="list-style-type: none"> • Individualized instruction • Small group instruction 	<ul style="list-style-type: none"> • Research projects

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LANGUAGE ARTS CURRICULUM**

GRADE 2

<p align="center">PA Academic Standards Student must be able to do</p>	<p align="center">Objective Content or process student will be able to know and do</p>	<p align="center">Instructional Methods</p>	<p align="center">Materials/Resources Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p align="center">*Assessment Procedures *Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p align="center">*Additional Learning Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p align="center">*Extended Learning Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
<p>1.8.3 Research</p>						
<p>C. Organize and present the main ideas from research.</p>	<ul style="list-style-type: none"> • Identify relevant information, specific to a topic, using a variety of informational resources. • Create graphic organizer which expresses the main ideas of a specific topic. • Develop basic note taking strategies. • Present relevant material, either orally or in written format, of a specific topic. • Take notes from sources using a structured format. • Summarize, orally or in writing, the main ideas. 	<ul style="list-style-type: none"> • Direct instruction • Modeling • Graphic organizers • Guided practice • Independent practice 	<ul style="list-style-type: none"> • Literacy source book • Teacher’s literacy source book • Reference materials • Charts • Teacher-made materials • Posters • Multimedia resources 	<ul style="list-style-type: none"> • Projects • Multimedia presentation • Rubric • Teacher observation 	<ul style="list-style-type: none"> • Individualized instruction • Small group instruction • Stories on tape • Alternate testing • Study guides • Leveled trade books 	<ul style="list-style-type: none"> • Research projects • Enrichment and extension activities from source book