



*Cocalico School District  
Course Curriculum Details  
Course: ELA - Grade 2*

**Area:** Foundational Skills

**Big Idea:** Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
<b>Objective:</b> 1: Book Handling					
<b>Objective:</b> 2: Print Concepts					
<b>Objective:</b> 3: Phonological Awareness					
<b>Objective:</b> 4: Phonics and Word Recognition					
<ul style="list-style-type: none"> <li>• CC.1.1.2.D Know and apply grade-level phonics and word analysis skills in decoding words.; Distinguish long and short vowels when reading regularly spelled one-syllable words.; Decode two-syllable words with long vowels and words with common prefixes and suffixes.; Read grade-level high-frequency sight words and words with inconsistent but common spelling-sound correspondences.; Read grade-appropriate irregularly spelled words.</li> </ul>	<ul style="list-style-type: none"> <li>• long vowel</li> <li>• short vowel</li> <li>• syllable</li> <li>• affixes</li> <li>• sight words</li> <li>• prefixes</li> <li>• suffixes</li> <li>• root words</li> <li>• irregular spellings</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize Wonders Language Arts Series</li> <li>• 95% Syllabication Materials</li> <li>• Words Their Way Materials</li> <li>• Spelling Sorts</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders program</li> <li>• Words Their Way Materials</li> <li>• 95% Group Materials</li> </ul>	<ul style="list-style-type: none"> <li>• Spelling Inventory</li> <li>• Wonders Spelling Tests</li> <li>• Nonsense Word Fluency</li> <li>• Core Phonics Assessment</li> </ul>	



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<b>Objective:</b> 5: Fluency					
<ul style="list-style-type: none"><li>• CC.1.1.2.E Read with accuracy and fluency to support comprehension.; Read on-level text with purpose and understanding.; Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.; Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li></ul>		<ul style="list-style-type: none"><li>• Accuracy</li><li>• Fluency</li><li>• Rate</li><li>• Expression</li><li>• Word recognition</li></ul>	<ul style="list-style-type: none"><li>• Repeated readings</li><li>• Wonders fluency pages</li><li>• Fry's phrases</li><li>• Reader's theater</li></ul>	<ul style="list-style-type: none"><li>• Fry's phrases</li><li>• Wonders program</li><li>• Reader's theaters</li></ul>	<ul style="list-style-type: none"><li>• DIBELS progress monitoring</li></ul>



*Cocalico School District  
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**Area:** Reading Informational Text

**Big Idea:** Students read, understand, and respond to informational text-with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
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**Objective:** 1: Key Ideas and Details

<ul style="list-style-type: none"> <li>• <b>Main Idea</b> - CC.1.2.2.A Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text.</li> <li>• <b>Text Analysis</b> - CC.1.2.2.B Ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</li> <li>• <b>Text Analysis</b> - CC.1.2.2.C Describe the connection between a series of events, concepts, or steps in a procedure within a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Main idea</li> <li>• Paragraph</li> <li>• Text</li> <li>• Key details</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders program- follow comprehension activities</li> <li>• Literature circles</li> <li>• Wonders small group lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders program</li> <li>• Scholastic News</li> <li>• Literature circle books</li> <li>• www.Readworks.org</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders Weekly Assessments</li> </ul>
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**Objective:** 2: Craft and Structure

<ul style="list-style-type: none"> <li>• <b>Text Structure</b> - CC.1.2.2.E Use various text features and search tools to locate key facts or information in a text efficiently.</li> <li>• <b>Vocabulary</b> - CC.1.2.2.F Determine the meaning of words and phrases as they are used in grade-level text including multiple-meaning words.</li> </ul>	<ul style="list-style-type: none"> <li>• Text features</li> <li>• Search tools</li> <li>• Key facts</li> <li>• Multiple-meaning words</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders program- research and inquiry activities</li> <li>• Wonders- Time for Kids activities</li> <li>• Wonders- vocabulary activities and strategies</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders program</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders Weekly Assessments</li> </ul>
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PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
<b>Objective:</b> 3: Integration of Knowledge and Ideas					
<ul style="list-style-type: none"> <li>• <b>Diverse Media</b> - CC.1.2.2.G Explain how graphic representations contribute to and clarify a text.</li> <li>• <b>Evaluating Arguments</b> - CC.1.2.2.H Describe how reasons support specific points the author makes in a text.</li> <li>• <b>Analysis Across Texts</b> - CC.1.2.2.I Compare and contrast the most important points presented by two texts on the same topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Graphic representations</li> <li>• Describe</li> <li>• Support</li> <li>• Author's point</li> <li>• Author's purpose</li> <li>• Compare/contrast</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders program</li> <li>• Wonders comprehension activities</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders program</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders Weekly Assessments</li> </ul>	
<b>Objective:</b> 4: Vocabulary Acquisition and Use					
<ul style="list-style-type: none"> <li>• CC.1.2.2.J Acquire and use grade appropriate conversational, general academic, and domain-specific words and phrases.</li> <li>• CC.1.2.2.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.</li> </ul>	<ul style="list-style-type: none"> <li>• Clarify</li> <li>• Academic language</li> <li>• Domain specific words</li> <li>• Conversational words</li> <li>• Multiple-meaning words</li> <li>• Strategies</li> <li>• Context clues</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders vocabulary lessons</li> <li>• Context clue activities</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders vocabulary lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders weekly assessments</li> <li>• Wonders vocabulary assessments</li> </ul>	



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<b>PA/Common Core Standards</b>	<b>Assessment Anchors/ Eligible Content</b>	<b>Key Vocabulary</b>	<b>Learning Activities</b>	<b>Materials/ Resources/ Technology Tools</b>	<b>Common Summative Assessments/ Targeted Outcomes</b>
<b>Objective:</b> 5: Range of Reading					
<ul style="list-style-type: none"><li>• CC.1.2.2.I Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</li></ul>		<ul style="list-style-type: none"><li>• Comprehension</li><li>• Literary nonfiction</li><li>• Informational text</li><li>• On grade level</li><li>• Independent</li><li>• Proficient</li></ul>	<ul style="list-style-type: none"><li>• Wonders leveled readers</li><li>• Guided reading lessons</li></ul>	<ul style="list-style-type: none"><li>• Wonders leveled reader lessons</li><li>• Guided reading books</li></ul>	<ul style="list-style-type: none"><li>• DRAs</li><li>• Wonders Weekly assessments</li><li>• Running Records</li></ul>



*Cocalico School District  
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**Area:** Reading Literature

**Big Idea:** Students read and respond to works of literature-with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
<b>Objective:</b> 1: Key Ideas and Details					
<ul style="list-style-type: none"> <li>• <b>Theme</b> - CC.1.3.2.A Recount stories and determine their central message, lesson, or moral.</li> <li>• <b>Text Analysis</b> - CC.1.3.2.B Ask and answer questions such as who, what, where, when, why and how to demonstrate understanding of key details in a text.</li> <li>• <b>Literary Elements</b> - CC.1.3.2.C Describe how characters in a story respond to major events and challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• Theme</li> <li>• Literary elements</li> <li>• Recount</li> <li>• Text analysis</li> <li>• Central message</li> <li>• Lesson</li> <li>• Moral</li> <li>• Characters</li> <li>• Major events</li> <li>• Challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders program comprehension activities</li> <li>• Small group reading</li> <li>• Literature circles</li> <li>• Leveled readers</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders program</li> <li>• Literature circle books</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders weekly assessment</li> </ul>	
<b>Objective:</b> 2: Craft and Structure					



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PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
<ul style="list-style-type: none"> <li>• <b>Point of View</b> - CC.1.3.2.D Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</li> <li>• <b>Text Structure</b> - CC.1.3.2.E Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</li> <li>• <b>Vocabulary</b> - CC.1.3.2.F Describe how words and phrases supply rhythm and meaning in a story, poem, or song.</li> </ul>	<ul style="list-style-type: none"> <li>• Point of view</li> <li>• Text structure</li> <li>• Voice</li> <li>• Dialogue</li> <li>• Vocabulary</li> <li>• Rhythm</li> <li>• Conclusion</li> <li>• Action</li> <li>• Introduction</li> <li>• Poem</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders program comprehension activities</li> <li>• Read aloud</li> <li>• Small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders program</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders weekly assessments</li> </ul>	
<p><b>Objective:</b> 3: Integration of Knowledge and Ideas</p>					
<ul style="list-style-type: none"> <li>• <b>Sources of Information</b> - CC.1.3.2.G Use of information from illustrations and words, in print or digital text, to demonstrate understanding of characters, setting, or plot.</li> <li>• <b>Text Analysis</b> - CC.1.3.2.H Compare and contrast two or more versions of the same story by different authors or from different cultures.</li> </ul>	<ul style="list-style-type: none"> <li>• Sources of information</li> <li>• Text analysis</li> <li>• Compare/contrast</li> <li>• Cultures</li> <li>• Illustrations</li> <li>• Digital text</li> <li>• Characters</li> <li>• Setting</li> <li>• Plot</li> <li>• Text evidence</li> <li>• Support</li> <li>• Acknowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders program-comprehension activities</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders comprehension activities</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders weekly assessments</li> </ul>	



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<b>Objective:</b> 4: Vocabulary Acquisition and Use					
<ul style="list-style-type: none"> <li>• <b>Strategies</b> - CC.1.3.2.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing from a range of strategies and tools.</li> <li>• CC.1.3.2.J Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies</li> <li>• Clarify</li> <li>• Multiple-meaning words</li> <li>• Domain specific words</li> <li>• Conversational words</li> <li>• General academic words</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders vocabulary activities</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders program</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders weekly assessments</li> <li>• Wonders vocabulary assessments</li> </ul>	
<b>Objective:</b> 5: Range of Reading					
<ul style="list-style-type: none"> <li>• CC.1.3.2.K Read and comprehend literature on grade level, reading independently and proficiently.</li> </ul>	<ul style="list-style-type: none"> <li>• Read</li> <li>• Comprehend</li> <li>• Proficient</li> <li>• Independent</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders comprehension activities</li> <li>• Literature Circles</li> <li>• Wonders Leveled readers</li> <li>• RAZ-Kids website</li> <li>• Reading Eggs Express website</li> <li>• Small group reading</li> </ul>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• iPads</li> <li>• Wonders small group readers</li> <li>• Guided reading books</li> <li>• Self-selected books/magazines/library/classroom library</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders weekly assessments</li> <li>• Running records</li> <li>• DRAs</li> <li>• RAZ-Kids quizzes (online)</li> </ul>	





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**Area:** Writing

**Big Idea:** Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
<b>Objective:</b> 1: Informative/Explanatory					
<ul style="list-style-type: none"> <li>• CC.1.4.2.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</li> <li>• <b>Focus</b> - CC.1.4.2.B Identify and Introduce the topic.</li> <li>• <b>Content</b> - CC.1.4.2.C Develop the topic with facts and/or definitions.</li> <li>• <b>Organization</b> - CC.1.4.2.D Group information and provide a concluding statement or section.</li> <li>• <b>Style</b> - CC.1.4.2.E Choose words and phrases for effect.</li> <li>• <b>Conventions of Language</b> - CC.1.4.2.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. ; Capitalize proper nouns.; Use commas and apostrophes appropriately.; Spell words drawing on common spelling patterns.; Consult reference material as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus</li> <li>• Content</li> <li>• Organization</li> <li>• Style</li> <li>• Conventions of language</li> <li>• Informative/Explanatory texts</li> <li>• Expository text</li> <li>• Perspective</li> <li>• Topic</li> <li>• Facts</li> <li>• Conclusion</li> <li>• Introduce</li> <li>• Purpose</li> <li>• Audience</li> <li>• Punctuation (i.e. Capitalize proper nouns, commas, apostrophes)</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders Writing Lessons</li> <li>• Teacher made graphic organizers</li> <li>• Writing workshop</li> <li>• Writing conferences</li> <li>• Writing mini lessons</li> <li>• Teacher modeling</li> <li>• Mentor texts</li> <li>• Brainstorming</li> <li>• Wonders genre writing lessons</li> <li>• Craft Plus Lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders Writing Workshop materials</li> <li>• Paper</li> <li>• Pencils</li> <li>• Chart paper</li> <li>• Craft Plus materials</li> <li>• Mentor texts</li> </ul>	<ul style="list-style-type: none"> <li>• Grade level writing prompts</li> <li>• Domain scoring guide</li> </ul>	



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<b>Objective:</b> 2: Opinion/Argumentative					
<ul style="list-style-type: none"> <li>• CC.1.4.2.G Write opinion pieces on familiar topics or texts.</li> <li>• <b>Focus</b> - CC.1.4.2.H Identify the topic and state an opinion.</li> <li>• <b>Content</b> - CC.1.4.2.I Support the opinion with reasons that include details connected to the opinion.</li> <li>• <b>Organization</b> - CC.1.4.2.J Create an organizational structure that includes reasons and includes a concluding statement.</li> <li>• <b>Style</b> - CC.1.4.2.K Use a variety of words and phrases to appeal to the audience.</li> <li>• <b>Conventions of Language</b> - CC.1.4.2.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.; Capitalize proper nouns.; Use commas and apostrophes appropriately.; Spell words drawing on common spelling patterns. ; Consult reference material as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Content</li> <li>• Focus</li> <li>• Organization</li> <li>• Style</li> <li>• Conventions of Language</li> <li>• Audience</li> <li>• Perspective</li> <li>• Purpose</li> <li>• Opinion</li> <li>• Argumentative</li> <li>• Reasons</li> <li>• Support</li> <li>• Details</li> <li>• Punctuation (i.e. Capitalize proper nouns, commas, apostrophes)</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders Writing Lessons</li> <li>• Teacher made graphic organizers</li> <li>• Writing workshop</li> <li>• Writing conferences</li> <li>• Writing mini lessons</li> <li>• Teacher modeling</li> <li>• Mentor texts</li> <li>• Brainstorming</li> <li>• Wonders genre writing lessons</li> <li>• Craft Plus lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders writing workshop materials</li> <li>• paper</li> <li>• pencils</li> <li>• chart paper</li> <li>• Craft Plus materials</li> <li>• Mentor texts</li> </ul>	<ul style="list-style-type: none"> <li>• Domain scoring guide</li> <li>• District-wide grade level prompts</li> </ul>	



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<b>Objective:</b> 3: Narrative					
<ul style="list-style-type: none"> <li>• CC.1.4.2.M Write narratives to develop real or imagined experiences or events.</li> <li>• <b>Focus</b> - CC.1.4.2.N Establish a situation and introduce a narrator and/or characters.</li> <li>• <b>Content</b> - CC.1.4.2.O Include thoughts and feelings to describe experiences and events to show the response of characters to situations.</li> <li>• <b>Organization</b> - CC.1.4.2.P Organize a short sequence of events, using temporal words to signal event order; provide a sense of closure.</li> <li>• <b>Style</b> - CC.1.4.2.Q Choose words and phrases for effect.</li> <li>• <b>Conventions of Language</b> - CC.1.4.2.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. ; Capitalize proper nouns., Use commas and apostrophes appropriately.; Spell words drawing on common spelling patterns.; Consult reference material as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation (i.e. Capitalize proper nouns, commas, apostrophes)</li> <li>• Focus</li> <li>• Content</li> <li>• Style</li> <li>• Organization</li> <li>• Conventions of Language</li> <li>• Narrative</li> <li>• Audience</li> <li>• Characters</li> <li>• Events</li> <li>• Situations</li> <li>• Temporal words</li> <li>• Closure</li> <li>• Perspective</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders writing lessons</li> <li>• Teacher made graphic organizers</li> <li>• Writing workshop</li> <li>• Writing conferences</li> <li>• Writing mini lessons</li> <li>• Teacher modeling</li> <li>• Mentor texts</li> <li>• Brainstorming</li> <li>• Wonders genre writing lessons</li> <li>• Craft Plus writing lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders writing workshop materials</li> <li>• paper</li> <li>• pencils</li> <li>• chart paper</li> <li>• Craft Plus materials</li> <li>• mentor texts</li> </ul>	<ul style="list-style-type: none"> <li>• District wide grade level writing prompts</li> <li>• Domain scoring guide</li> </ul>	

**Objective:** 4: Response to Literature



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PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
<b>Objective:</b> 5: Production and Distribution of Writing					
<ul style="list-style-type: none"> <li>• <b>Writing Process</b> - CC.1.4.2.T With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation (i.e. Capitalize proper nouns, commas, apostrophes)</li> <li>• Writing process</li> <li>• Editing</li> <li>• Revising</li> <li>• Strengthening writing</li> <li>• Guidance</li> </ul>	<ul style="list-style-type: none"> <li>• Writing workshop</li> <li>• Writing conferences</li> <li>• Wonders writing lessons</li> <li>• Teacher made graphic organizers</li> <li>• Writing mini lessons</li> <li>• Teacher modeling</li> <li>• Mentor texts</li> <li>• Brainstorming</li> <li>• Wonders genre writing lessons</li> <li>• Craft Plus</li> <li>• Peer revising</li> <li>• Peer editing</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders writing workshop materials</li> <li>• Paper</li> <li>• Pencils</li> <li>• Chart paper</li> <li>• Craft Plus materials</li> <li>• Mentor texts</li> </ul>	<ul style="list-style-type: none"> <li>• Districtwide grade level writing prompts</li> <li>• Domain scoring guide</li> </ul>	
<b>Objective:</b> 6: Technology and Publication					
<ul style="list-style-type: none"> <li>• CC.1.4.2.U With guidance and support, use a variety of digital tools to produce and publish writing including in collaboration with peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation (i.e. Capitalize proper nouns, commas, apostrophes)</li> <li>• Digital tools</li> <li>• Publish</li> <li>• Collaboration</li> </ul>	<ul style="list-style-type: none"> <li>• Writing workshop</li> <li>• Dance Mat Typing (online)</li> <li>• Teach students to use Google Docs</li> <li>• Book Creator for iPads</li> <li>• Skitch for iPads</li> <li>• Create Presentations in iMovie</li> <li>• QR codes</li> </ul>	<ul style="list-style-type: none"> <li>• Computers</li> <li>• iPads</li> <li>• Paper</li> <li>• Pencils</li> <li>• Google Docs/Slides</li> <li>• Dance Mat Typing</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher made rubrics</li> <li>• Keyboarding timed tests</li> </ul>	



*Cocalico School District*  
*Course Curriculum Details*  
*Course: ELA - Grade 2*

**Area:** Writing

**Big Idea:** Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
<b>Objective:</b> 7: Conducting Research					
<ul style="list-style-type: none"> <li>• CC.1.4.2.V Participate in individual or shared research and writing projects.</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation (i.e. Capitalize proper nouns, commas, apostrophes)</li> <li>• Research</li> <li>• Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Media Center lessons with librarian</li> <li>• Wonders genre writing</li> <li>• WorldBook online lessons</li> <li>• Lessons on how to use CultureGrams online</li> <li>• Lessons on how to use PebbleGo online</li> <li>• Lessons on how to use Infobits</li> <li>• Wonders Research and Inquiry Lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Library website</li> <li>• PebbleGo!</li> <li>• Kids Infobits</li> <li>• Scholastic News</li> <li>• Time for Kids</li> <li>• WorldBook online</li> <li>• CultureGrams</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher created rubrics</li> </ul>	
<b>Objective:</b> 8: Credibility, Reliability, and Validity of Sources					
<ul style="list-style-type: none"> <li>• CC.1.4.2.W Recall information from experiences or gather information from provided sources to answer a question.</li> </ul>	<ul style="list-style-type: none"> <li>• Credibility</li> <li>• Validity</li> <li>• Sources</li> </ul>	<ul style="list-style-type: none"> <li>• Media Center lessons</li> <li>• Wonders writing genre lesson</li> <li>• Wonders Time for Kids lessons</li> <li>• Wonders Research and Inquiry Lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders teacher’s manual</li> <li>• Computers</li> <li>• iPads</li> <li>• Librarian</li> <li>• Outside sources (books/websites/magazines etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Informational writing prompt</li> <li>• Teacher created rubrics</li> <li>• Domain scoring guide</li> </ul>	
<b>Objective:</b> 9: Range of Writing					
<ul style="list-style-type: none"> <li>• CC.1.4.2.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</li> </ul>	<ul style="list-style-type: none"> <li>• Punctuation (i.e. Capitalize proper nouns, commas, apostrophes)</li> <li>• Research</li> <li>• Reflection</li> <li>• Revision</li> <li>• Discipline specific tasks</li> <li>• Purpose</li> <li>• Audience</li> </ul>	<ul style="list-style-type: none"> <li>• Writing workshop</li> <li>• Daily writing prompts</li> <li>• Wonders writing lessons</li> <li>• Content specific prompts</li> <li>• Response to reading</li> </ul>	<ul style="list-style-type: none"> <li>• Wonders teacher’s manual</li> <li>• Teacher created daily prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Domain scoring guide</li> <li>• Districtwide writing prompts</li> </ul>	



*Cocalico School District  
Course Curriculum Details  
Course: ELA - Grade 2*

**Area:** Speaking and Listening

**Big Idea:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

PA/Common Core Standards	Assessment Anchors/ Eligible Content	Key Vocabulary	Learning Activities	Materials/ Resources/ Technology Tools	Common Summative Assessments/ Targeted Outcomes
<b>Objective:</b> 1: Comprehension and Collaboration					
<ul style="list-style-type: none"> <li>• <b>Collaborative Discussion</b> - CC.1.5.2.A Participate in collaborative conversations with peers and adults in small and larger groups.</li> <li>• <b>Critical Listening</b> - CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</li> <li>• <b>Evaluating Information</b> - CC.1.5.2.C Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborative discussion</li> <li>• Critical listening</li> <li>• Recount</li> <li>• Describe</li> <li>• Evaluate information</li> <li>• Clarify</li> <li>• Collaborate</li> <li>• Conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Daily conversations</li> <li>• Student presentations</li> <li>• Small group work</li> <li>• Literature circles</li> <li>• Think-pair-share</li> <li>• Partner work</li> <li>• Read aloud discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Tongue</li> <li>• Teeth</li> <li>• Lips</li> <li>• Voicebox</li> <li>• Mouth</li> <li>• Lungs</li> <li>• Arms for body language</li> <li>• iPads</li> <li>• Computers</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher created rubrics</li> </ul>	

**Objective:** 2: Presentation of Knowledge and Ideas



*Cocalico School District*  
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*Course: ELA - Grade 2*

**Area:** Speaking and Listening

**Big Idea:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

PA/Common Core Standards	Assessment Anchors/Eligible Content	Key Vocabulary	Learning Activities	Materials/Resources/Technology Tools	Common Summative Assessments/Targeted Outcomes
<ul style="list-style-type: none"> <li>• <b>Purpose, Audience, and Task</b> - CC.1.5.2.D Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</li> <li>• <b>Context</b> - CC.1.5.2.E Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</li> </ul>	<ul style="list-style-type: none"> <li>• Purpose</li> <li>• Audience</li> <li>• Task</li> <li>• Context</li> <li>• Facts</li> <li>• Relevant Details</li> <li>• Clarify</li> <li>• Issue/topic</li> </ul>	<ul style="list-style-type: none"> <li>• Integrated project</li> <li>• Wonders research and inquiry projects</li> <li>• Student presentations</li> </ul>	<ul style="list-style-type: none"> <li>• iPads</li> <li>• Computers</li> <li>• Apple TV</li> <li>• Projector</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher created rubrics</li> </ul>	
<b>Objective:</b> 3: Integration of Knowledge and Ideas					
<ul style="list-style-type: none"> <li>• <b>Multimedia</b> - CC.1.5.2.F Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Visual display</li> <li>• Clarify</li> <li>• Multimedia</li> <li>• Thoughts</li> <li>• Feelings</li> </ul>	<ul style="list-style-type: none"> <li>• Create something on Puppet Pals</li> <li>• Images from WorldBook online or PebbleGo!</li> <li>• Create something on Book Creator/Show Me/Explain Everything/iMovie (screencasts)</li> </ul>	<ul style="list-style-type: none"> <li>• iPads</li> <li>• Apple TV</li> <li>• Projector</li> <li>• Computers</li> <li>• Paper</li> <li>• Crayons/markers</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher created rubrics</li> </ul>	
<b>Objective:</b> 4: Conventions of Standard English					
<ul style="list-style-type: none"> <li>• CC.1.5.2.G Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.</li> </ul>	<ul style="list-style-type: none"> <li>• Conventions</li> <li>• Standard English</li> </ul>	<ul style="list-style-type: none"> <li>• Student presentations</li> <li>• Small group work</li> <li>• Literature circles</li> <li>• Think-pair-share</li> <li>• Recess/lunch</li> </ul>	<ul style="list-style-type: none"> <li>• Voice</li> <li>• Lungs</li> <li>• Teeth</li> <li>• Lips</li> <li>• Mouth</li> <li>• Chest Cavity</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher created rubric</li> <li>• Teacher observation</li> </ul>	