

Curriculum Map

Course Title: English Language Arts

Grade: 2nd

Unit (Name/Number): Speaking and Listening	Pacing: Year Long
Essential Question(s): What do good listeners do? How do active listeners make meaning? How do speakers effectively communicate a message?	

Content/Key Concepts	Standards	Key Vocabulary	Learning Activities/Resources	Evidence of Learning (Assessments; Performance Tasks)
<p>Comprehension and Collaboration Participate in collaborative conversations with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> Communicate using detail related to topic being discussed. Pose questions related to topic being discussed. Allow wait time before responding. Engage in turn-taking. <p>Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <ul style="list-style-type: none"> Respond to a question with specific key ideas or details Generate “who,” “what,” “when,” and “where” questions. <p>Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.</p> <ul style="list-style-type: none"> Ask for clarification. (e.g., “What do you mean?” “I don’t understand”) 	<p><u>Common Core</u> SL.2.1 <u>PA Core Standard</u> CC.1.5.2.A</p> <p><u>Common Core</u> SL.2.2 <u>PA Core Standard</u> CC.1.5.2.B</p> <p><u>Common Core</u> SL.2.3 <u>PA Core Standard</u> CC.1.5.2.C</p>		<p>Framing Your Thoughts RCC Language Handbook Words Their Way Books from classroom library Reading Street stories</p>	

<p>Presentation of Knowledge and Ideas Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p> <ul style="list-style-type: none"> • Use an appropriate voice level for the situation. • Share experiences and tell stories clearly with relevant detail. • Speak clearly enough to be understood. <p>Produce complete sentences when appropriate to task and situation to provide requested detail or clarification.</p> <ul style="list-style-type: none"> • Recognize and express thoughts in an appropriate manner as they occur throughout the day. • Understand and produce simple and compound sentences. • Express knowledge and ideas in an appropriate manner using complete sentences. <p>Add drawings or other visual displays to presentations when appropriate to clarify ideas, thoughts, and feelings.</p> <ul style="list-style-type: none"> • Enhance oral presentations with a visual display to clarify ideas, thoughts, and feelings. <p>Conventions of Standard English Demonstrate command of the conventions of standard English when speaking, based on Grade 2 level and content.</p> <ul style="list-style-type: none"> • Use a variety of sentence structures. • Match correct subject-verb 	<p><u>Common Core</u> SL.2.4 <u>PA Core</u> <u>Standard</u> CC.1.5.2.D</p> <p><u>Common Core</u> SL.2.6 <u>PA Core</u> <u>Standard</u> CC.1.5.2.E</p> <p><u>Common Core</u> SL.2.5 <u>PA Core</u> <u>Standard</u> CC.1.5.2.F</p> <p><u>Common Core</u> L.2.1 L.2.3 L.2.6 <u>PA Core</u> <u>Standard</u> CC.1.5.2.G</p>			
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<p>agreement.</p> <ul style="list-style-type: none">● Use most parts of speech correctly.● Use collective and irregular plural nouns.● Use past, present, and future tense including irregular verbs.● Use personal, possessive, indefinite, and reflexive pronouns.● Use adjectives and adverbs. <p>Presentation of Knowledge and Ideas</p> <p>Integration of Knowledge and Ideas</p> <p>Conventions of Standard English</p>				
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