

### Loyalsock Township School District

#### Benchmarks: What Students Should Know and Be Able to Do

### PA Core English Language Arts (ELA)

The PA Core English Language Arts Curriculum Framework specifies what is to be taught for each subject in the curriculum. In Pennsylvania, Curriculum Frameworks include **Long Term Transfer Goals, Big Ideas, Concepts, Competencies,** and **Essential Questions** aligned to Standards and Assessment Anchors and, where appropriate, Eligible Content.

#### Curriculum Framework Definitions:

- **Long Term Transfer Goals:** Statements that identify what we want students to be able to do when they confront new challenges - both inside and outside of school. They give purpose to our learning and become the guiding force in designing instruction.
- **Big Ideas:** Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.
- **Concepts:** Describe what students should know (key knowledge) as a result of this instruction specific to grade level.
- **Competencies:** Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.
- **Essential Questions:** Questions connected to the SAS framework and are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

#### Long Term Transfer Goals

1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

## Grade 2 Overview

### Foundational Skills

Phonics & Word Recognition \* Fluency

### Listening and Speaking/Comprehension and Collaboration

Collaborative Discussion \* Critical Listening \* Evaluating Information

### Listening and Speaking/Conventions of Standard English

Conventions of Standard English

### Listening and Speaking/Integration of Knowledge and Ideas

Multimedia

### Listening and Speaking/Presentation of Knowledge and Ideas

Purpose, Audience, and Task \* Context

### Reading Informational Text/Craft and Structure

Text Structure \* Vocabulary

### Reading Informational Text/ Integration of Knowledge and Ideas

Diverse Media \* Evaluating Arguments \* Analysis across Texts

### Reading Informational Text/ Key Ideas and Details

Main Idea \* Text Analysis

### Reading Informational Text/ Range of Reading

Range of Reading

### Reading Informational Text/ Vocabulary Acquisition and Use

Vocabulary Acquisition and Use

### Reading Literature/Craft and Structure

Point of View \* Text Structure \* Vocabulary

### Reading Literature/Integration of Knowledge and Ideas

Sources of Information \* Text Analysis

### Reading Literature/Key Ideas and Details

Theme \* Text Analysis \* Literary Elements

### Reading Literature/Range of Reading

Range of Reading

### Reading Literature/Vocabulary Acquisition and Use

Strategies \* Vocabulary Acquisition and Use

### Writing

Focus for Writing \* Content for Writing \* Organization for Writing \* Production and Distribution of Writing \*

Writing Style \* Writing Conventions \* Technology and Publication \* Conducting Research \*

Credibility, Reliability, and Validity of Sources \* Range of Writing

## Foundational Skills

- **Big Idea**
  - Effective readers use appropriate strategies to construct meaning.
- **Essential Question**
  - How do strategic readers create meaning from informational and literary text?

Concepts	Competencies
Phonics and Word Recognition	Distinguish long and short vowels when reading regularly spelled one syllable words. Decode two syllable words with long vowels and words with common <b>prefixes</b> and <b>suffixes</b> . Read grade level <b>high frequency</b> sight words and words with inconsistent but <b>common</b> spelling-sound correspondence. Read grade appropriate irregularly spelled words. Know spelling-sound correspondences for additional common vowel teams.
Fluency	Read on level text with purpose and understanding with accuracy and fluency. 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.

## Listening and Speaking/Comprehension and Collaboration

- **Big Idea**
  - Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.
- **Essential Questions**
  - What do good listeners do?
  - How do active listeners make meaning?
  - How do active listeners know what to believe in what they hear?

Concepts	Competencies
Collaborative Discussion	Students will participate in collaborative conversations with peers and adults in small and larger groups.
Critical Listening	Students will recount or describe key ideas or details from a text read aloud or information presented orally or through other media..
Evaluating Information	Students will 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.

### Listening and Speaking/Conventions of Standard English

- **Big Idea**
  - Effective speakers prepare and communicate messages to address the audience and purpose.
- **Essential Questions**
  - How do task, purpose, and audience influence how speakers craft and deliver a message?
  - How do speakers employ language and utilize resources to effectively communicate a message?

Concepts	Competencies
Conventions of Standard English	Students will demonstrate command of the conventions of standard English when speaking based on Grade 2 level and content.

### Listening and Speaking/Integration of Knowledge and Ideas

- **Big Idea**
  - Effective speakers prepare and communicate messages to address the audience and purpose.
- **Essential Question**
  - How do speakers employ language and utilize resources to effectively communicate a message?

Concepts	Competencies
Multimedia	Students will add drawings or other visual displays when to presentations when appropriate to clarify ideas, thoughts, and feelings.

### Listening and Speaking/Presentation of Knowledge and Ideas

- **Big Idea**
  - Effective speakers prepare and communicate messages to address the audience and purpose.
- **Essential Questions**
  - How do task, purpose, and audience influence how speakers craft and deliver a message?
  - How do speakers employ language and utilize resources to effectively communicate a message?

Concepts	Competencies
Purpose, Audience, and Task	Students will tell a story or <b>recount</b> an experience with appropriate facts and <b>relevant</b> , descriptive <b>details</b> , speaking audibly in coherent sentences.
Context	Students will produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### Reading Informational Text/Craft and Structure

- **Big Ideas**
  - Effective readers use appropriate strategies to construct meaning.
  - An expanded vocabulary enhances one's ability to express ideas and information.
- **Essential Questions**
  - What is this text really about?
  - What strategies and resources do I use to figure out unknown vocabulary?

Concepts	Competencies
Text Structure	Students will use various text features and search tools to locate key facts or information in a text efficiently.
Vocabulary	Students will determine the meaning of words and phrases as they are used in grade level text, distinguishing literal from non-literal meaning as well as shades of meaning among related words.

### Reading Informational Text/ Integration of Knowledge and Ideas

- **Big Ideas**
  - Effective readers use appropriate strategies to construct meaning.
  - Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- **Essential Questions**
  - How do strategic readers create meaning from informational and literary text?
  - What is this text really about?
  - How does interaction with text provoke thinking and response?

Concepts	Competencies
Diverse Media	Students will explain how graphic representations contribute to and clarify a text.
Evaluating Arguments	Students will describe how reasons support specific points the author makes in a text.
Analysis Across Texts	Students will <b>compare</b> and <b>contrast</b> the most important points presented by two texts on the same topic.

## Reading Informational Text/ Key Ideas and Details

- **Big Ideas**
  - Effective readers use appropriate strategies to construct meaning.
  - Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- **Essential Questions**
  - How do strategic readers create meaning from informational and literary text?
  - What is this text really about?
  - How does interaction with text provoke thinking and response?

Concepts	Competencies
Main Idea	Students will identify the main idea of a multi-paragraph text as well as the focus of specific paragraphs within the text.
Text Analysis	Students will ask and answer questions such as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
Text Analysis	Students will describe the connection between a series of events, concepts, or steps in a procedure within a text.

## Reading Informational Text/ Range of Reading

- **Big Idea**
  - Effective readers use appropriate strategies to construct meaning.
- **Essential Questions**
  - How do strategic readers create meaning from informational and literary text?
  - What is this text really about? How do readers know what to believe?
  - How does what readers' read influence how they should read it?
  - How does a readers' purpose influence how text should be read?

Concepts	Competencies
Range of Reading	Students will read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

## Reading Informational Text/ Vocabulary Acquisition and Use

- **Big Ideas**
  - An expanded vocabulary enhances one’s ability to express ideas and information.
  - Effective readers use appropriate strategies to construct meaning.
- **Essential Questions**
  - Why learn new words?
  - What strategies and resources do I use to figure out unknown vocabulary?
  - How do strategic readers create meaning from informational and literary text?
  - What strategies and resources do learners use to figure out unknown vocabulary?

Concepts	Competencies
Vocabulary Acquisition and Use	Students will acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.
Vocabulary Acquisition and Use	Students will 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.

## Reading Literature/Craft and Structure

- **Big Ideas**
  - Effective readers use appropriate strategies to construct meaning.
  - An expanded vocabulary enhances one’s ability to express ideas and information.
- **Essential Questions**
  - How do strategic readers create meaning from informational and literary text?
  - How does what readers read influence how they should read?
  - Why learn new words?
  - What strategies and resources do I use to figure out unknown vocabulary?

Concepts	Competencies
Point of View	Students will acknowledge differences in the <b>points of views</b> of characters, including by speaking in a different voice for each character when reading <b>dialogue</b> aloud.
Text Structure	Students will describe the overall <b>structure</b> of a story, including how the beginning serves as an <b>introduction</b> to the story and how the ending serves as the <b>conclusion</b> of the <b>action</b> .
Vocabulary	Students will describe how words and <b>phrases</b> supply rhythm and <b>meaning</b> in a story, poem, or song.

## Reading Literature/Integration of Knowledge and Ideas

- **Big Ideas**
  - Effective readers use appropriate strategies to construct meaning.
  - Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- **Essential Questions**
  - How do strategic readers create meaning from informational and literary text?
  - What is this text really about?
  - How does what readers read influence how text should be read?
  - How does interaction with text provoke thinking and response?

Concepts	Competencies
Sources of Information	Students will use information from illustrations and words, in print or <b>digital text</b> , to demonstrate understanding of characters, setting, or <b>plot</b> .
Text Analysis	Students will compare and contrast two or more versions of the same story by different authors or from different cultures.

## Reading Literature/Key Ideas and Details

- **Big Idea**
  - Effective readers use appropriate strategies to construct meaning.
- **Essential Questions**
  - How do strategic readers create meaning from informational and literary text?
  - What is this text really about?



Concepts	Competencies
Theme	Students will <b>recount</b> stories and determine their central message, lesson, or <b>moral</b> .
Text Analysis	Students will ask and answer questions, such as who, what, where, when, <b>why</b> , and how to demonstrate understanding of key details in a text.
Literary Elements	Students will describe how characters in a story <b>respond</b> to major events and <b>challenges</b> .

## Reading Literature/Range of Reading

- **Big Idea**
  - Effective readers use appropriate strategies to construct meaning.
- **Essential Questions**
  - How do strategic readers create meaning from informational and literary text?
  - What is this text really about?
  - How do readers know what to believe?
  - How does what readers' read influence how they should read it?
  - How does a readers' purpose influence how text should be read?

Concepts	Competencies	Vocabulary
Range of Reading	Students will read and comprehend literature on grade level, reading independently and proficiently.	Intentionally Blank

## Reading Literature/Vocabulary Acquisition and Use

- **Big Ideas**
  - Effective readers use appropriate strategies to construct meaning.
  - An expanded vocabulary enhances one's ability to express ideas and information.
- **Essential Questions**
  - How do strategic readers create meaning from informational and literary text?
  - Why learn new words?
  - What strategies and resources does the learner use to figure out unknown vocabulary?
  - How do learners develop and refine their vocabulary?

Concepts	Competencies
Strategies	Students will 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.
Vocabulary Acquisition and Use	Students will acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.

## Writing

- **Big Ideas**
  - Audience and purpose influence the writer’s choice of organizational pattern, language, and literacy techniques.
  - Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.
  - Effective research requires multiple sources of information to gain or expand knowledge.
- **Essential Questions**
  - What is the purpose?
  - What makes clear and effective writing?
  - Who is the audience?
  - What will work best for the audience?
  - How do grammar and the conventions of language influence spoken and written communication?
  - How does one present findings best?
  - What does a reader look for and how can s/he find it?
  - How does a reader know a source can be trusted?
  - Why do writers write?

Concepts	Competencies
Focus for Writing	<b>Informational:</b> Students will identify and introduce the topic. <b>Opinion:</b> Students will identify the topic and state an opinion. <b>Narrative:</b> Students will establish a situation and introduce a <b>narrator</b> and/or characters.
Content for Writing	<b>Informative:</b> Students will develop the topic with facts and/or definitions. <b>Opinion:</b> Students will support the opinion with reasons that include details connected to the opinion. <b>Narrative:</b> Students will include thoughts and feeling to describe experience and events to show the response of <b>characters</b> to situations.

# English Language Arts

Grade  
2

Organization for Writing	<b>Informational:</b> Students will develop the topic with facts and/or definitions. <b>Opinion:</b> Students will create an organizational structure that includes reasons and includes a concluding statement. <b>Narrative:</b> Students will organize a short sequence of events, using temporal words to signal event order and provide a sense of closure.
Production and Distribution of Writing	With guidance and support from adults and peers, students will focus on a topic and strengthen writing as needed by <b>revising</b> and <b>editing</b> .
Writing Style	<b>Informational:</b> Students will choose words and phrases for effect. <b>Opinion:</b> Students will use a variety of words and phrases to appeal to the audience. <b>Narrative:</b> Students will choose words and phrases for effect.
Writing Conventions	Students will demonstrate a grade appropriate command of the conventions of standard English grammar; usage; capitalization; punctuation, such as <b>apostrophes</b> ; and spelling.
Technology and Publication	With guidance and support, students will use a variety of digital tools to produce and publish writing including in collaboration with peers.
Conducting Research	Students will participate in individual or shared research and writing projects.
Credibility, Reliability, and Validity of Sources	Students will recall information from experiences or gather information from provided sources to answer a question.
Range of Writing	Students will 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.