

Amherst-Pelham Regional School District Curriculum Overview

Subject: **English Language Arts: Language, Reading and Literature**

Grade Level: **Second**

Enduring Understandings	Strands Topics/Units	Content/ Skills/Strategies	Essential Activities/Agreements
<p>Listening, speaking, writing, and reading form the foundation of English/Language Arts and allow the learner to receive, process, and express ideas and information about oneself, others, and the changing conditions of the world and global society in which we live.</p> <p>Understanding text requires a variety of skills, strategies, and levels of literary analysis. Knowledge acquired through these processes allows the learner to develop, understand, and respond critically and creatively for a variety of purposes.</p>	<p>Language Vocabulary Development</p> <p>Listening and Speaking</p> <p>Structure of English</p> <p>Reading Reading Process Phonology</p>	<p>Develops word meanings through identifying conceptual categories, spatial and temporal relationships. Identifies base words and inflectional endings, synonyms, antonyms, homonyms. Identifies the relevant meaning for words with multiple meanings using context. Determines word meaning through the use of beginning dictionaries.</p> <p>Engages in class discussions, follows agreed upon rules for discussions. Presents orally about personal experiences or interests with an awareness of audience. Uses clear enunciation and adequate volume, while maintaining focus on a topic.</p> <p>Recognizes nouns, verbs, possessives, and compound words. Uses punctuation and capitalization correctly. Recognizes formal and informal English in stories, poems, and plays.</p> <p>Applies the following decoding skills: short and long vowels patterns, vowel pairs, r controlled vowels, consonant clusters, onset/rime, base words & endings, compound words, syllables, and contractions in order to effectively read text</p>	<p>Guided reading selections include: works by Beatrix Potter, Dr. Suess, Tomie dePaola, E.B. White and others; American folktales (Native American and others) as well as tales from other cultures around the world.</p>

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<p>Reading and writing are reciprocal processes and share forms that have common text features. This allows the reader to use these features to better understand and analyze text and to write effectively.</p>	<p>Processing text: Fluency</p> <p>Cueing Systems</p> <p>Comprehension</p> <p>Literary Analysis Genre</p> <p>Fiction</p>	<p>Uses print conventions, high frequency words, phrasing, appropriate rate and expression to read accurately and fluently.</p> <p>Cross-checks all sources of information: meaning, structure, and visual information. Actively processes text: self monitors, self corrects, searches, problem-solves, rereads, and reads on.</p> <p>Actively reads for understanding: uses prior knowledge, sets purpose, makes connections, predicts/revises predictions, visualizes, asks questions, begins to make basic inferences, locates information, and determines importance. Retells by restating the main ideas, compares/contrasts characters and settings, draws conclusions, recognizes cause and effect. Compares works by an author or versions of a tale.</p> <p>Contrasts genres. Relates themes to personal experiences</p> <p>Identifies narrative elements: character, setting, and problem/solution. Retells the beginning, middle, and end of a story (plot).</p>	

