

Scranton School District

Language Arts

Second Grade

Planned Course

Special Education and ESL Students

The special education and ESL students will progress through the regular education curriculum with accommodations and learning support services. The curriculum will need to be modified in terms of the amount of material than can be covered.

Second Grade Language Arts Appendix

Educational Web Sites

Fun School

<http://funschool.com>

Arthur

<http://www.pbs.org/wgbh/pages/arthur/>

Seussville

<http://www.randomhouse.com/seussville/>

Kids Corner

<http://www.tcom.ohiou.edu/books/kids.htm>

Official Disney Website

<http://www.disney.com>

<http://www.toread.com>

<http://eric.syr.edu/virtual/lessons/lang-arts/>

<http://www.col-ed.org/cur/lang.hml>

ALI-Elementary Lesson Plans

<http://henson.austin.apple.com/edres/ellesson/elem-menu.shtml>

Cyberguides

<http://www.sdcoe.k12.ca.us/score/cyberguide.html>

Reading Rainbow

<http://www.pbs.org/readingrainbow/rrlist.html>

<http://www.eduplace.com/rdg/>

<http://www.puzzlemaker.schooldiscover.com/>

<http://www.edgov/pubs/compactforreading>

Discovery Channel School Online

<http://school.discovery.com/>

PENNSYLVANIA READING ASSESSMENT RUBRIC

This rubric was designed by the Reading Assessment Advisory Committee (RAAC) used in the Pennsylvania Reading Assessment. The elements of reading being assessed through this rubric are limited to those that can be addressed through written responses in the on-demand performance portion of the assessment. Specifically, **understanding, comprehension and connections**. Risk-taking is also an important element, developing throughout life's learning process. However, given the constraints of this assessment, **risk taking** was not included. The RAAC advises that assessments developed at the classroom, school and district levels include this element.

LEVEL 4

Demonstrates a thorough understanding of the complexity of the text through detailed elaboration and extensions of text with sophisticated ideas, insights and reflections. There are no errors in text-based facts.
Exhibits a level of comprehension that extends beyond the literal, to the personal, critical and/or evaluative responses.
Cites evidence, makes a variety of strong connections to other experiences, texts, concepts, issues and/or cultural settings.

LEVEL 3

Demonstrates confident, coherent and adequate understanding and interpretation of the text through some elaboration and extension.
There are no major errors in text-based facts.
Exhibits a level of comprehension that reflects extensions that are more literal or personal.
Makes connections to personal experiences, other texts and/or background knowledge.

LEVEL 2

Demonstrates a limited understanding and/or interpretation of the text. There may be errors in text-based facts.
Exhibits a level of comprehension that consists primarily of literal responses to the text.
Makes connections between other experiences and text that are disjointed, fragmented, limited and not integral to the text.

LEVEL 1

Demonstrates an attempt to respond with very limited evidence of understanding of the text.
There may be errors in text-based facts.
Exhibits a level of comprehension that consists of disjointed, incomplete or irrelevant responses.
Might use relevant copied text.
Makes only distant connections to the text, using sketchy details.

LEVEL 0-consists of 3 types of responses:

Non Storable (NS) – papers are blank.
Off Task (OT) – papers show no relationship to task and text, are illegible, irrelevant copied text, or written in a language other than English.
Intentionally Off Task – (IO) – papers are ones that have unrelenting profanity, are a refusal to perform, state a baseless charge of too personal or are drawings, scribbles, etc.

Stance 1

Concept: Beginning, Middle, End

PROCEDURE FOR ADMINISTERING TRI-FOLD PERFORMANCE TASK

Grades K, 1, 2 and 3

Materials: 1 1” x 17” experience paper that has been folded or segmented into three sections, with each section numbered consecutively. Bottom portion of each section is lined to accommodate student writing.

1	2	3

Step 1: Read the following Purpose Statement for the performance task.
“You are going to hear/read the story _____. You will be asked to tell about the beginning, middle and end of the story.”

Step 2: Read the story _____/Listen as I read the story _____.
(Depending on the grade level of the students and difficulty of the written material, the passage may be read orally by the teacher or independently by the students).

Step 3: Read the Performance Task. You should also provide it in written or pictorial form for the students to use as a reference. Emphasize the directions and the bulleted items required for the written response.

“Think about the story you have just heard/read.”

“In front of you is a sheet of paper that is divided into 3 numbered sections.” (Point to each section as you explain it to the students.)

“In section 1 you will draw a picture about the beginning of the story.”

”In section 2 you will draw a picture about the middle of the story.”

“In section 3 you will draw a picture about the end of the story.”

Step 4:

For Grades K-1:

“On the lines below each picture, tell what it is about.” (Teacher can transcribe if needed.) “When you are finished, you should be able to retell the story, using your pictures and your writing.”

For Grades 2-3:

“On the lines below each picture, write about the beginning, middle and end of the story. When you are finished, you should be able to retell the story using your pictures and your writing.”

Step 5:

Students complete the Performance Task. “When you are finished, you should be able to retell the story using your pictures and your writing.”

(Depending on the grade and the developmental level of students and whether it is used for assessment purposes, this step can be completed independently, as a whole group, or as an individual activity with the teacher transcribing the student’s responses.)

Rubric for Story Links Performance Task
Grades 1, 2, and 3

Advanced	Proficient	Partially Proficient	Novice
Includes 3 pictures/ written events from the story.	Includes 3 pictures/ written events from the story.	Includes at least 1 picture/written event from the story.	No pictures/written events from the story are evident.
Includes 3 pictures/ written events from own life with strong, clear connections to the picture/events from the story.	Includes at least 2 pictures/written events from own life with evidence of some connection to the pictures/written events from the story.	Includes at least 1 picture/written event from own life with some or no evident connection to a picture/written event from the story.	No pictures/written event from own life are evident.

Stance 4

RUBRIC FOR PERFORMANCE TASK FOLLOWING PSSA FORMAT <i>Grades K, 1, 2, and 3</i>			
Level 4	Level 3	Level 2	Level 1
All the basic elements of the story are included. <i>(Kindergarten/Grade 1, First Semester: Picture has strong connection to text.)</i>	Most of the basic elements of the story are included. <i>(Kindergarten/Grade 1, First Semester: Picture has adequate connection to text.)</i>	Some of the basic elements of the story are included. <i>(Kindergarten/Grade 1, First Semester: Picture has some connection to text.)</i>	No basic elements of the story are included. <i>(Kindergarten/Grade 1, First Semester: Picture has weak connection to text.)</i>
There are no errors in text-based facts.	There are no major errors in text-based facts.	There are several errors in text-based facts.	There are major errors in text-based facts.
The responses to the problem and solution include enough detail to demonstrate a thorough understanding of the text.	The responses to the problem and solution demonstrate an adequate understanding of the text.	The responses to the problem and solution demonstrate a limited understanding of the text.	The attempted responses to the problem and solution demonstrate little or no understanding of the text.
A connection with personal experience is stated, and clearly articulated.	A connection with personal experience is stated, but not clearly articulated.	Any connection with personal experience is limited, disjointed and fragmented.	Any connection with personal experience is unclear or irrelevant.

No Score: Paper is blank; response (picture) has no connection to the story; refused to complete task.

Adapted from Early Childhood Assessment Framework (PDE); Division of Federal Programs, July 28, 1996.

Accelerated Reader

Computer Reading Management System

The Accelerated Reader program is an innovative computerized reading management program which combines children's literature and computer-assisted instruction and record keeping. It is an individual reading program that motivates students to read more and better books. As a result, it is expected that students who participate in this program will (a.) develop a more positive attitude towards reading, (b.) improve their reading ability, comprehension, vocabulary and critical thinking skills, and (c.) become independent readers.

Students choose books to read from the Accelerated Reader Test Booklist that is available in the library. This program is utilized throughout the district in grades through 5. When the student finishes reading, he/she takes a computer-generated test. Upon completing each test, the students get immediate feedback. The program awards points based on the reading level of the book and the number of questions answered correctly, which provides immediate reinforcement. In the third grade, students are expected to achieve 5 points in the first quarter of the school year, 6 points in the second quarter, 7 points in the third quarter, and 8 points in the fourth quarter. In grades 4 and 5, each student is required to attain 10 points per quarter. The program keeps track of each students' individual performance, which can be reported in both cumulative as well as other time segments, i.e. monthly or quarterly. Students learn and increase their critical thinking skills through this program.