

# Second Grade Language Arts

## READING

***Word Recognition, Word Study, and Fluency: Automatically recognize frequently encountered words in and out of context and use strategies and cues to identify unknown words and construct meaning.***

- Demonstrate phonemic awareness by sound blending and deletion and recognize that words carry meaning.
- In isolation and in context, associate letters and sounds, use rimes, whole-word chunks, word families, long and short vowels, consonant digraphs *wh, ph*, and irregular vowels *ei, ie, ea, ue* to recognize and decode words.
- Make progress in automatically recognizing and understanding the 220 Dolch basic sight words and 95 common nouns with progression towards 1000 Dolch First 1000 Words.
- Use reading context, picture cues, prefixes *re-, un-*, and suffixes *-s, -ed, -ing*, to determine the meaning of words in grade-appropriate texts.
- Use periods and question marks when reading aloud with intonation, pauses, and emphasis.
- Read aloud unfamiliar text with minimum of 90% accuracy in word recognition at an independent reading level.

***Narrative Text and Informational Text: Identify, describe, and respond to the basic elements and purpose of a variety of narrative genre (poetry, fantasy, legends, and drama) and informational genre (how-to books, personal correspondence, science, and social studies magazines).***

- Describe the similarities of plot and character in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.
- Identify and describe character's actions and motivations, setting (time and place), problem/solution, and sequence of events.
- Identify how authors/illustrators use illustrations and titles to depict major story events and use metaphors or similes to reveal character's thoughts, and actions.
- Identify and explain how authors use bold face, graphs, maps, diagrams, and charts to enhance key ideas.
- Discuss informational text patterns (descriptive, sequential, numbered, compare and contrast).
- Respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.
- Discuss informational text patterns including descriptive, sequential, enumerative, compare/contrast.

***Comprehension, Metacognition, Critical Thinking, and Reading Attitude: Plan, self-monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning.***

- Make connections (text-to-self, text-to-text) and comparisons by activating prior knowledge, connecting personal/academic knowledge and experience to ideas in the text through oral and written responses.
- Retell in sequence major ideas and relevant details of grade-level narrative and informational text.
- Compare and contrast relationships among characters, events, and key ideas within and across texts by mapping story elements using graphic organizers and asking questions while reading.
- Self-monitor comprehension by making credible predictions, asking questions, constructing mental images, visually representing ideas in text, making inferences, summarizing the most important ideas, listening again, rereading, and using graphic organizers.
- Determine appropriate resources necessary to gather information.
- Develop and discuss shared standards and begin to assess the quality and accuracy of student's writing and the writing of others.
- Do substantial reading and writing during free time in school and at home.

## WRITING

**Writing Genre, Writing Process, and Personal Style: Use the writing process to create original written text in a variety of genres including a research project, personal narrative, poetry, and informational text.**

- Write a narrative piece depicting major story events, using illustrations to match mood, and containing setting, problem/solution, and sequenced events.
- Write an informational piece including magazine feature article in an organizational pattern such as description, enumeration, sequence, or compare/contrast that may include graphs, diagrams, or charts to enhance the understanding of central and key ideas.
- Use the writing process to produce and present a research project; develop two research questions related to a teacher-selected topic; gather electronic or print resources and organize the information using key ideas with teacher assistance.
- Set a purpose, consider audience, and begin to use styles and patterns derived from studying author's craft when writing a narrative or informational piece.
- Use graphic organizers (e.g., problem/solution, sequence, description, or compare/contrast) to narrow a broad idea for narrative and informational writing.
- Draft ideas using paragraph clusters, each containing a main idea and some supporting details, with appropriate grammar, usage, mechanics, and temporary spellings.
- Write in first and third person based on genre type and purpose.
- Revise drafts based on constructive responses.
- Attempt to proofread and edit writing using appropriate responses.
- Develop personal style in oral, written, and visual messages in both narrative (e.g., descriptive language, use of imagination, varying sentence beginnings) and informational writing (e.g., facts, effective conclusions).
- Correctly use more complex complete sentences, nouns, verbs, commas (in a series, in a letter, and with dates), contractions, colons to denote time, and capitalization of proper nouns.
- Correctly spell frequently encountered words (e.g., two-syllable words including common prefixes and suffixes); for less frequently encountered words use structural cues (e.g., letter/sound, rimes) and environmental sources (e.g., word walls, word lists).
- Be excited about writing.

**Handwriting: Fluently and legibly write letters and words using manuscript letters and begin to write the cursive alphabet.**

## SPEAKING

**Speaking: Use common grammatical structures correctly to clearly communicate with a variety of audiences and for different purposes (questions and answers, discussions, and social interactions).**

- Uses subject/verb agreement, pronoun/noun agreement, nominative and objective case pronouns, and more complex conjunctions.
- Speak effectively using appropriate tone of voice and intonation patterns in narrative and informational presentations.
- Engage in meaningful conversations while maintaining focus on subject matter, with interchanges building on prior responses in book discussions, peer conferencing, or other interactions.
- Tell or retell familiar stories, using story grammar (e.g., elaborated information about characters, character's actions and motivations, plot, and setting as related to plot) maintaining appropriate intonation and tone of voice.
- Respond to multiple text types by reflecting, making connections, and taking a position, and/or showing understanding.
- Plan and deliver presentations using an informational organizational pattern (e.g., descriptive, cause/effect, compare/contrast) providing several facts and details to make a point while maintaining appropriate intonation and tone of voice using a prop.

## LISTENING AND VIEWING

***Listening and Viewing: Select, listen to, or view knowledgeably, and respond thoughtfully to spoken or written communication from a variety of media.***

- Understand, restate and follow three- and four-step directions.
- Demonstrate appropriate audience behaviors and ask relevant questions.
- Begin to evaluate messages experienced in broadcast and in print media distinguishing between factual information and opinion, advertising hype and propaganda and understanding how the source of the message affects the receiver's response.
- Respond by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.