

LANGUAGE ARTS CURRICULUM

SECOND GRADE

Goal

Reading continues to be a priority in second grade. Immersing students in a literature-rich environment, filled with classical and contemporary fiction, as well as grade-appropriate non-fiction, will encourage an exploration of various literary forms.

Students in the second grade will be able to speak and listen effectively in classroom discussions, use a combination of strategies when reading, and read with comprehension. Comprehension strategies will be applied in all subjects as students are asked to identify main ideas, to make predictions, and to formulate questions about learning. In addition, the student will write stories, letters, and simple explanations, apply simple grammatical principles to writing, and locate information in reference materials.

Reading

- 1. Phonics – The student will use phonics knowledge to decode regular multi-syllable words when reading text.**
 - a. Use knowledge of consonants, consonant blends, and common vowel patterns to decode unfamiliar words.
 - b. Identify and correctly use regular and irregular plurals.
- 2. Decoding and Word Recognition – The student will demonstrate decoding and word recognition skills.**
 - a. Recognize and use spelling patterns.
 - b. Apply knowledge of basic syllabication rules when reading.
 - c. Recognize common contractions, compound words, and abbreviations.
 - d. Practice reading text aloud fluently and accurately, and with appropriate pacing, intonation, and expression
- 3. Comprehension – The student will develop and apply strategies and skills to comprehend text that is read, heard, and viewed.**
 - a. Read and comprehend both narrative and expository text appropriate for second grade.
 - b. Use text for a variety of functions, including literary, informational, and practical.
 - c. State the purpose in reading. (What information is being sought?)
 - d. Interpret information in text to confirm or reject initial predictions.
 - e. Recall facts and details from text.

- f. Ask clarifying questions about essential text elements (e.g. why, what, if, how).
- g. Comprehend the main idea and supporting details in simple expository information.
- h. Use context clues and prior knowledge to understand unfamiliar texts.
- i. Recognize that specific strategies are needed to read different types of printed materials (e.g. math story problems, science text, poetry).
- j. Recognize cause and effect relationships in a text.
- k. Determine the sequence of events from stories and written text.
- l. Explain the major elements in the text to form an understanding of stories and other materials (e.g. theme, main idea, problem, solution).
- m. Relate previous experiences to the topic.

4. Literary Response and Analysis – The student will demonstrate familiarity with a variety of literature.

- a. Read literary works by various authors to include, but not limited to: humor, make-believe, fiction, non-fiction, fairy tales, tall tales, and poetry.
- b. Interpret recreational, textual, and functional material (e.g. chapter books, trade books, recipes, newspapers).
- c. Compare and contrast plots, settings, and characters of stories by different authors.
- d. Identify the characteristics of a variety of simple genres (e.g. fairy tales, folk tales, poetry).
- e. Compare and contrast different versions of the same stories that reflect different cultures.
- f. Identify rhythm and rhyme in poetry and prose.

5. Vocabulary – The student will use new vocabulary in speech and writing.

- a. Recognize and use basic homonyms and homophones.
- b. Understand and explain common antonyms and synonyms.
- c. Use knowledge of individual words in unknown compound words to predict their meaning.
- d. Know the meaning of simple prefixes and suffixes (e.g. over-, un-, -ing, -ly).

Listening and Speaking

1. Listening – The student will listen and respond to oral communication.

- a. Determine the purpose(s) of listening (e.g. to obtain information, to solve problems, for enjoyment).
- b. Paraphrase information that has been shared orally by others.
- c. Give and follow three- and four- step oral directions.
- d. Ask for clarification and explanation of stories and ideas.

- e. Recognize how gestures and facial expressions affect communication.
- f. Show consideration for others who are speaking.

2. Speaking – The student will speak in clear and coherent sentences.

- a. Clarify and explain words and ideas orally.
- b. Use oral language for different purposes (e.g. information, persuasion, entertainment).
- c. Share stories, or information orally with an audience.
- d. Participate as a contributor in a group.
- e. Make simple introductions and greetings.

Grammar and Usage

1. Grammar and Usage – The student will develop a command of standard English conventions appropriate to second grade.

- a. Identify and correctly use singular and plural nouns.
- b. Identify and correctly use verbs.
- c. Define action verb. Give examples.
- d. Recognize adjectives. Use adjectives to compare by adding “er” and “est”.
- e. Define article. Give examples.

2. Capitalization – The student will capitalize correctly.

- a. Capitalize all proper nouns and the pronoun “I”.
- b. Capitalize the first word in a sentence, greetings, months, and days of the week, as well as titles and initials of people.

3. Punctuation – The student will use correct punctuation.

- a. Use a period, exclamation point, or question mark at the end of sentences.
- b. Use commas in dates, addresses, and letters.
- c. Use quotation marks correctly.
- d. Use apostrophes in contractions and to show possession.

4. Spelling – The student will develop spelling strategies and skills.

- a. Correctly spell basic sight words.
- b. Spell frequently used irregular words correctly (e.g. was, were, says, said, who, what, why).
- c. Correctly spell words containing spelling patterns. Learn and review spelling rules.
- d. Analyze and represent sounds when spelling.
- e. Alphabetize words to the second letter.

Writing

- 1. Handwriting – The student will develop handwriting skills.**
 - a. Use correct manuscript letter and number formation.
 - b. Practice correct cursive letter formation.
 - c. Use correct spacing, shape, alignment, slant, and height.
 - d. Demonstrate clear and legible handwriting.

- 2. Composition – The student will develop writing skills.**
 - a. Distinguish between complete and incomplete sentences.
 - b. Use prewriting activities such as brainstorming, webbing, and discussion.
 - c. Use the writing process to generate various forms of writing.
 - d. Use the appropriate format in friendly and business letters.
 - e. Develop various types of writing (e.g. personal narratives, stories, descriptions, friendly letters, book reports).
 - f. Compose a short paragraph with a clearly identified beginning, middle, and end, containing a main idea and supporting details.
 - g. Edit for style, structure, grammatical, and spelling errors, and for clarity.
 - h. Use technology, when available, to share writing with others.

Information and Research

- 1. Reference – The student will locate and become familiar with reference sources (e.g. dictionary, glossary, encyclopedia).**
 - a. Understand the purposes of various reference materials (e.g. dictionary, encyclopedia).
 - b. Use the dictionary for spelling and meaning.
 - c. Determine if a given word is on a dictionary page when guidewords are supplied.
 - d. Given a book, identify the author, illustrator, and title. Use the table of contents, glossary, and index.
 - e. Use and interpret charts, maps, graphs, schedules, and directions.