

Second Grade Curriculum Guide for Parents English Language Arts

By the end of grade 2, students who are making adequate progress in the area of English Language Arts will be able to:

Reading

1. Decoding Including Phonics and Structural Analysis

- Identify and produce letter-sound correspondence, including consonant blends and digraphs, vowel digraphs and vowel diphthongs
- Blend sounds in order to decode unfamiliar words
- Use knowledge of known words in word families to read, decode unfamiliar grade-level words (given the known word *boat*, is able to read the word *moat*)
- Decode grade-level words by using knowledge of word structure (e.g., roots, prefixes, suffixes, verb endings, plurals, contractions, compound words)
- Use the meaning of the story to monitor and self-correct

2. Print Awareness

- Identify book parts and their purposes including identification of author, illustrator, title page, table of contents and chapter headings

3. Fluency

- Automatically read grade-level high frequency words
- Read grade-level texts with appropriate speed, accuracy and expression

4. Background knowledge and vocabulary development

- Understand antonyms, synonyms, and homonyms, and use knowledge to learn new grade-level vocabulary
- Understand root words, prefixes, suffixes, verb endings, plurals contractions and compound words, and use knowledge to learn new grade-level vocabulary

- Use prior knowledge (experiences, knowledge in particular areas, books read) to understand and connect words and ideas in books
- Learn new words and their meaning indirectly from reading books and other print sources
- Use a dictionary to learn the meaning of words

5. Comprehension strategies

- Read grade-level texts with comprehension and for different purposes
 - a. Use comprehension strategies (predict/confirm, reread, self-correct) to clarify meaning of text
 - b. Use graphic organizers to organize and categorize information
 - c. Compare and contrast similarities and differences among characters and events across stories
 - d. Compare and contrast similarities and differences in information from more than one informational text
 - e. Comprehend and interpret information from a variety of graphic displays including diagrams, charts and graphs
 - f. Ask questions when listening to or reading text
 - g. Respond to both literal and inferential questions after listening to or reading text
 - h. Summarize main ideas and supporting details from imaginative or informational texts, both orally and in writing
 - i. Support point of view with text information
 - j. Lead or participate in discussions about grade-level books
 - k. Demonstrate comprehension of grade-level texts through creative response such as writing, drama and oral presentations

Motivation to Read

- Show interest in reading a range of grade-level children's texts including historical and science fiction, stories, folktales, fairy tales, poetry and other imaginative and informational text
- Read voluntarily for own purposes and interests
- Show familiarity with title and author of grade-level books
- Read independently and silently

Writing

1. Spelling

- Spell correctly previously studied words
- Use spelling patterns in writing
- Represent all sounds in a word when spelling independently

2. Handwriting

- Write legibly all uppercase and lowercase manuscript

3. Composition

- Write in response to the reading of texts
- Write a variety of compositions with assistance, using different organizational patterns (e.g., informational reports such as compare/contrast, sequence of events and imaginative stories)
- Write original text using the writing process
- Make judgments regarding relevant and irrelevant content to include in writing
- Write sentences in logical order and use paragraphs to organize topics
- Use capitalization, punctuation and spelling rules to produce final products
- Vary the formality of language depending on purpose of writing (e.g., friendly letter, report)
- Begin to convey personal voice in writing

Motivation to Write

- Write voluntarily to communicate ideas and emotions to a variety of audiences
- Write voluntarily for different purposes (e.g. tell stories, share information, give directions)
- Share writing with others

Listening

- l. Listen attentively to spoken language; including books read aloud
- m. Listen attentively for different purposes
- n. Listen respectfully without interrupting others
- o. Attend to a listening activity for a specified period of time

Speaking

- Speak in response to the reading of texts
- Use grade-level vocabulary to communicate ideas, emotions or experiences for different purposes (e.g., share ideas about personal experience, books or writing)
- Use conventional grammar in own speech
- Vary formality of language according to purpose
- Speak with expression, volume, pace and facial or body gestures appropriate to the purpose
- Take turns in conversation or speaking in a group
- Participate in group discussions