

Reading: Students read a wide variety of text with understanding and fluency.

SECOND GRADE

1. A, B Apply word analysis, vocabulary skills and understanding of print concepts to read and comprehend selections and improve fluency.

- I. Apply understanding of concepts about print
 1. Recognize and read punctuation in text.
- II. Use phonemic awareness
 1. Use phonemic awareness knowledge (e.g., isolate, blend, substitute, manipulate letter sounds) to identify phonetically regular words.
- III. Use phonics
 1. Use phonics to decode new words in age-appropriate materials.
 2. Use appropriate strategies of decoding (e.g., phonics, word patterns, structural analysis) to recognize unknown words when reading new material.
- IV. Read fluently
 1. Read age-appropriate material orally with accuracy, rhythm, volume, and flow that sounds like everyday speech.
 2. Demonstrate creative performance of text (e.g., dramatizations, oral presentations) after reading.
- V. Recognize sight words and understand new vocabulary
 1. Recognize at least 200 high frequency Fry sight words.
 2. Define unfamiliar vocabulary.
 3. Use a variety of resources (e.g., age-appropriate dictionaries, pictures, illustrations, photos, ask others, context, previous experience) to determine and clarify meanings of unfamiliar words.

1. B, C Apply reading strategies and comprehension skills to construct meaning.

2. A Understand how literary elements and techniques are used to convey meaning.

2. B Read and interpret a variety of literary works.

Reading Strategies:

- I. Predict/ Infer
 1. Make predictions before reading and relate to personal experiences.
 2. Use contextual clues (illustrations and text) to make and justify predictions before, during and after reading.
 3. Make predictions about text events before and during reading and confirm, modify, or reject predictions after reading.
 4. Make a reasonable judgment with support from the text.
- II. Make connections/Use schema
 1. Connect information in a fiction or nonfiction text with the student's knowledge of self, world and other texts.
 2. Discuss several works that have a common theme.
 3. Define and represent mental images (visualize).
 4. Compare two works by the same author.
 5. Describe and compare characters, settings, and/or events in stories or pictures including selections from different cultures and eras.
- III. Ask Questions
 1. Ask questions to clarify understanding before, during, and after reading.
 2. Ask questions to seek elaboration of illustrations or portions of text and to monitor comprehension.

Reading Strategies (cont'd):

III. Ask Questions (cont'd)

3. Locate answers to age-appropriate questions, before during and after reading, to clarify understanding.
4. Respond to analytical and interpretive questions based on information in text.
5. Select passages in nonfiction materials to answer specific questions.
6. Use information in text or illustrations to generate questions about the cause of a specific effect.

IV. Monitor and Clarify

1. Recognize when understanding requires rereading to clarify meaning.
2. Begin to recognize miscues that interfere with meaning and use self-correcting strategies.
3. Begin to check for understanding and recognize new words when reading age-appropriate material using a variety of strategies (e.g., reread, read ahead, use illustrations, context clues).
4. Use self-monitoring to solve problems in meaning to achieve understanding of a broad range of reading materials.

V. Summarize and Synthesize

1. Re-enact and retell stories, songs, poems, plays and other literary works.
2. Retell stories and events using a beginning, middle and an end.
3. Recognize and discuss structure of story in sequential order.
4. Summarize or retell information read or heard from a broad range of reading material.
5. Summarize information found in illustrations, charts and other graphics.

VI. Determine importance

1. Establish a purpose for reading.
2. State the facts and details of text during and after reading.
3. Identify topic or main idea (theme).

Comprehension skills:

I. Choose just-right books

1. Select books appropriate to reading levels or interests.
2. Investigate self-selected/teacher-selected literature from a variety of cultures, genres and eras.

II. Understand text features and genre

1. Read fiction and nonfiction materials for specific purposes.
2. Recognize and understand story elements in narrative text.
3. Recognize that prose is written in sentences and organized in paragraphs.
4. Develop familiarity with poetry.
5. Recognize a regular beat and similarities of sound (rhyme and rhythm) in poetry.
6. Distinguish between poetry and prose.
7. Identify and begin to interpret text information gathered from diagrams, graphs or maps before, during and after reading.

III. Study authors and illustrators

1. Identify the author's purpose and main idea.
2. Recognize how specific authors and illustrators express their ideas in text and graphics.

IV. Understand fact and opinion

1. Differentiate between fact and opinion.
2. Produce simple opinions about text ("I like the story because...").

Writing: Students write to communicate for a variety of purposes.

SECOND GRADE

Write successfully in a variety of forms.

Penmanship

Correctly form and combine cursive letters.

Writing Format

Poetry

Expository: description of process, informational text, descriptive writing

Narrative: journal, friendly letter, personal writing, folklore, biography/autobiography

Persuasive

Implement the process of writing from the generation of ideas to publication.

- Brainstorming
- Pre-writing: generate and organize ideas using a variety of planning strategies
- Drafting
- Revising
- Proofreading: give specific attention to significant errors in spelling and grammar
- Publishing

Compose well-organized and coherent writing for specific purposes and audiences that demonstrate:

Focus

- Introduce topic clearly
- Introduce characters, feelings, settings (N)
- Maintain topic/position; use topic sentence
- Use effective beginnings/closings

Organization – 2 to 3 Paragraphs

- Begin to use multiple paragraphs
- Organize ideas/events in a paragraph in logical, sequential order (N)
- Use transition words between paragraphs
- Beginning/closing includes topic (E/P)

Elaboration/Support

- Begin to use depth (N)
- Use feeling and reaction throughout (N)
- Use specific detail
- Use second order support (E/P)
- Begin to consider suspense and surprise (N)

Voice

- Use simple language and sentence structure
- Use some specific adjectives, nouns, and descriptive verbs
- Begin to consider word choice

Use conventions of the English language, including:

Grammar

- Parts of speech: nouns, prepositions, pronouns, verbs, adjectives, conjunctions, transitions
- Sentence parts: subject/predicate
- Subject/verb agreement
- Verbs: action, helping, linking, regular/irregular
- Verb tenses

Use conventions of the English language, including:

Spelling

- Vowels: long vowel patterns, short vowels, r-controlled vowels
- Contractions
- Phonograms
- Special patterns (i.e., ight, ough, etc.) in Units 1-6
- Inflected endings
- Irregular plurals
- Multi-syllabic words

Capitalization

- Proper noun
- Sentence
- Titles
- Direct address
- Pronoun "I"

Punctuation

- End punctuation
- Quotation marks
- Comma use
- Apostrophe

Create compositions and multimedia works using available technology.

Use the media center/library.

Use appropriate resources: books, newspapers, magazines, technology

Communication: Students listen and speak effectively in a variety of situations.

SECOND GRADE

Listen effectively in formal and informal situations.

- Ask and answer questions
- Follow and restate directions
- Listen for poetic language (rhyme)
- Use non-verbal communication
- Analyze/Evaluate the intent and content of the speaker's message
- Respond to speaker
- Participate in group discussions
- Determine purposes for listening

Speak effectively using language appropriate to the situation and audience.

- Ask and answer questions
- Describe ideas and feelings
- Participate in group discussions
- Share information
- Speak clearly and at an appropriate volume
- Understand formal and informal language
- Read orally
- Summarize/retell stories
- Use appropriate vocabulary for audience
- Present oral reports
- Read fluently, with expression, phrasing, and intonation

Research: Students use language to acquire, assess, and communicate information.

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Use information from various sources to answer questions, solve problems, and communicate ideas.

Process

- Formulate questions for inquiry and research
- Use collaborative inquiry
- Summarize and organize information
- Communicate research progress results
- Find needed information
- Make conjectures
- Plan investigation
- Recognize information needs
- Revise questions and conjectures

Resources

- Use charts, graphs, and diagrams/visual aides
- Use a Media Center/Library
- Use newspapers and magazines
- Gather information from visual images
- Use a dictionary/glossary
- Use a thesaurus

Analyze and evaluate information acquired from various sources.

- Compare visual and written material on the same subject
- View/discuss culturally rich materials
- Develop the ability to view critically

Apply acquired information, concepts, and ideas to communicate in a variety of formats.

See Outcomes 2, 3

Written Communication

Oral Communication

Visual Presentation