

## ***LANGUAGE ARTS*** ***Second Grade***

### **READING**

*The student will develop the reading and listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and nonprint text.*

#### **Oral Language/Decoding**

<b>Key</b>	<b>Reporting Category</b>		<b>Project WET Activity</b>
<b>D</b>		Expand oral language through vocabulary growth.	
<b>D</b>		Continue to implement rules for conversation.	
<b>D</b>		Understand, follow, and give oral directions.	
<b>D</b>		Participate in group discussion.	
<b>D</b>		Participate in creative responses to text (e.g., choral reading, discussion, and dramatization).	
<b>D</b>		Respond to questions from teachers and other group members.	
<b>D</b>		Narrate a personal story.	
<b>I</b>		Summarize lesson content.	
<b>D</b>		Listen attentively to speaker for specific information.	
<b>D</b>		Use appropriate listening skills (e.g., does not interrupt, faces speaker, and asks questions).	
<b>D</b>		Listens and responds to a variety of media (e.g., books, audio tapes, and videos).	
<b>D</b>		Recognize the difference between formal and informal languages.	
<b>D</b>		Follow oral directions.	
<b>D</b>		Add, delete, and change targeted sounds to modify or change words.	
<b>D</b>		Identify and produce rhyming words.	
<b>D</b>		Use knowledge of letter-sound correspondence and meaning of parts of words (e.g., affixes, roots, compounds, and contractions) to decode grade appropriate words.	
<b>D</b>		Use decoding strategies, such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts (e.g., compound words, word families, blends, and digraphs).	
<b>D</b>		Use known words to decode unknown words.	
<b>I</b>		Apply knowledge of basic syllabication rules.	
<b>D</b>		Read orally to develop fluency, expression, accuracy, and confidence.	
<b>D</b>		Develop awareness of sounds of language through repeated exposure to a variety of auditory experiences (e.g., poetry, books on tape, music lyrics, sound effects, and read-alouds).	WET: Poetic Precipitation, pg. 182
<b>D</b>		Demonstrate the automatic recognition of high frequency words.	
<b>D</b>		Read a variety of texts with fluency, expression, accuracy, and confidence.	
<b>D</b>		Participate in shared reading.	

#### **KEY**

**I = Introduced    D = Developing    A = State Assessed    M = Mastered**

#### **REPORTING CATEGORY**

**C = Content    G = Grammar    MG = Meaning    T = Techniques and Skills    V = Vocabulary**  
**WO=Writing Organization    WP = Writing Process**

**NOTE: "A" Indicates the state curriculum (CRT or Writing) assessment only.**  
**All the skills ("T" ... "D" ... "A" ... "M") are addressed in classroom assessment.**

<b>D</b>		Match oral words to print words.	
<b>D</b>		Identify a purpose for reading.	
<b>D</b>		Participate in discussions about text.	
<b>D</b>		Read and explain own writings.	
<b>D</b>		Relate selection to personal experience.	
<b>I</b>		Relate literary experiences to others (e.g., book reports, sharing favorite stories).	
<b>D</b>		Participate in guided, oral readings.	
<b>D</b>		Manipulate word families, word wall, and word sorts.	
<b>D</b>		Share storybooks, poems, environmental print, and own writing.	WET: Poetic Precipitation, pg. 182
<b>D</b>		Explore a wide variety of literature through read-alouds, tapes, and independent reading.	

### Comprehension

<b>D</b>		Listens and responds to a variety of media (e.g., books, audio tapes, and videos).	
<b>I</b>		Recognize that groups of sentences make a paragraph and paragraphs make a story.	
<b>D</b>		Recognize and use parts of a book (e.g., title, author, illustrator, table of contents, and glossary).	
<b>D</b>		Understand punctuation (e.g., period, question mark, and exclamation mark).	
<b>D</b>		Reflect punctuation within written text while reading orally.	
<b>D</b>		Participate in guided, oral readings.	
<b>D</b>		Build vocabulary by listening to literature, participating in discussions, and reading self-selected and assigned texts.	
<b>D</b>		Determine the meaning of unfamiliar words (e.g., picture dictionary, picture clues, context clues, and structural analysis).	
<b>I</b>		Identify simple multiple-meaning words based on the appropriate meaning for the context.	
<b>D</b>		Build vocabulary through frequent read-alouds.	
<b>D</b>		Participate in activities to build background knowledge to make meaning from text.	
<b>D</b>		Make predictions about text.	
<b>D</b>		Use illustrations to preview text.	WET: Poetic Precipitation, pg. 182
<b>D</b>		Create graphic organizers (e.g., KWL, webs, lists, story maps, and charts).	
<b>D</b>		Connect life experience to information and events in texts.	WET: Poetic Precipitation, pg. 182
<b>D</b>		Employ self-correction strategies (e.g., rereading, asking for help).	
<b>D</b>		Predict and adjust outcomes during reading.	
<b>D</b>		Draw conclusions based on evidence gained while reading.	
<b>D</b>		Restate story events in order to clarify and organize ideas.	
<b>D</b>		Recall the sequence of events in a story.	
<b>I</b>		Recognize cause and effect.	

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D		Recognize the main idea in picture books and texts.	
D		Recognize a variety of print sources (e.g., books, magazines, maps, charts, and graphs).	
D		Understand the purpose of various reference materials (e.g., dictionary, encyclopedia).	
D		Use graphic organizers to aid in understanding material from informational texts.	
D		Visit libraries and check out appropriate materials.	
D		Develop content specific vocabulary.	
D		Use text features to locate information (e.g., charts, maps, and illustrations).	
D		Read for various purposes (e.g., for literary experience, to gain information, to perform a task, for enjoyment, to expand vocabulary, and to build fluency).	
D		Read and view various types of literacy (e.g., picture books, storybooks, fairy tales, nonfiction texts, poetry, and lyrics to songs) and media (e.g., illustrations, the arts, films, and videos).	
I		Understand the main idea in a visual message (e.g., pictures, cartoons, and posters).	
I		Explore folktales and fables.	
I		Identify characters, plot, and setting in print and nonprint text.	
I		Recognize how the main character and other characters interact with each other.	
I		Identify types of stories (e.g., folktales, fables, and fairy tales).	
D		Determine whether the events in the reading selection are real or fantasy.	
I		Compare and contrast different stories.	
D		Determine the problem in a story and discover its solution.	
D		Visit libraries/media centers and regularly check out materials.	
D		Identify favorite stories, informational text, authors, and illustrators.	
D		Engage in a variety of literacy activities voluntarily (e.g., self-select books and stories).	

## WRITING

*The student will develop the structural and creative skills of the writing process necessary to produce written language that can be read, presented to, and interpreted by various audiences.*

### Process

D		Brainstorm ideas with teachers and peers.	
I		Write key thoughts and questions, record reactions and observations.	
D		Construct graphic organizers to establish understanding.	
I		Select a focus for writing.	
D		Use a variety of sources to gather information.	
D		Compose first drafts using appropriate parts of the writing process.	
D		Write in complete coherent sentences.	

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D		Uses temporary spelling to spell independently as necessary.	
D		Arrange events in logical and sequential order.	
D		Reread draft.	
I		Sharpen the selected focus for writing.	
I		Revise to clarify and refine writing (e.g., rearrange words, sentences, and paragraphs) and provide more descriptive detail.	
I		Evaluate own and others' writing through small group discussion and shared work.	
I		Incorporate suggestions from peers and teachers.	
I		Edit for complete sentences.	
D		Use classroom resources (e.g., word walls, picture dictionaries, teacher, peers, appropriate technology, and student generated word books) to aid in proofreading.	
D		Identify words or phrases that could be added to clarify meaning of written stories.	
D		Use a simple rubric to evaluate own writing and group work.	
D		Use technology to publish writing.	
D		Create readable documents with legible handwriting.	
D		Share completed work.	
I		Describe setting, characters, and events in detail.	

**Product**

D		Incorporate photographs or illustrations in written works.	
D		Review personal collection to determine progress.	
I		Prepare a variety of written work (e.g., published books, stories, and book reports).	
I		Write a narrative having a beginning, middle, and end.	
I		Write accounts of personal experiences.	
D		Write group stories with a beginning, middle, and end.	
D		Summarize concepts presented in science (e.g., illustrations, sentences, and paragraphs).	
D		Write stories about concepts presented in social studies.	
D		Write in math journals, create math stories, and write explanations for problem solving.	
D		Participate in shared writings about the arts and personal activities.	
D		Write stories and poems.	WET: Poetic Precipitation, pg. 182
D		Write, when given time, place, and materials.	
I		Write to express opinions and judgments.	
D		Continue to maintain, with teacher assistance, samples of writing and drawings that express opinions and judgments (e.g., portfolio, journals, and student-made books).	
D		Dictate or write stories (e.g., to tape recorder, adult, or older student).	

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<b>D</b>		Write a different ending to a story.	
<b>I</b>		Write about a favorite character or favorite part of a story.	
<b>I</b>		Compose a note or questions for a favorite author.	
<b>D</b>		Summarize a story.	
<b>D</b>		Write for a variety of purposes (e.g., friendly notes, invitations, messages, poems, and journals).	
<b>I</b>		Write stories with a logical sequence.	
<b>I</b>		Write descriptive sentences.	
<b>I</b>		Write a report.	
<b>D</b>		Write to acquire and exhibit knowledge (e.g., sentences, answers to questions).	
<b>D</b>		Write to entertain and inform (e.g., stories, poems, riddles, friendly letters, two or three step directions, and journals).	WET: Poetic Precipitation, pg. 182

### ELEMENTS OF LANGUAGE

*The student will use standard English conventions and proper spelling as appropriate to speaking and writing.*

<b>D</b>		Use nouns appropriately (e.g., singular and plural, common and proper, and possessives).	
<b>D</b>		Use verbs appropriately (e.g., past and present tense, agreement, action and linking, and irregular).	
<b>D</b>		Use pronouns appropriately (e.g., pronoun case, subject and object agreement).	
<b>D</b>		Use adjectives appropriately (e.g., descriptive, comparative, and superlative).	
<b>D</b>		Capitalize the first word of a sentence, names, pronoun "I," and proper nouns.	
<b>D</b>		Use correct punctuation at the end of declarative sentences, exclamatory sentences, and questions.	
<b>I</b>		Use commas correctly in a series of one-word items (e.g., apples, oranges, and pears).	
<b>D</b>		Form contractions using apostrophes.	
<b>D</b>		Write legibly in manuscript.	
<b>D</b>		Spell high-frequency words correctly.	
<b>D</b>		Spell words correctly as appropriate to grade level.	
<b>D</b>		Spell basic short-vowel, long-vowel words and consonant blend patterns.	
<b>I</b>		Spell regular and irregular plurals correctly (e.g., boy/boys, child/children).	
<b>D</b>		Use knowledge of letter sounds, word parts, word segmentation, and syllabication to monitor and correct spelling.	
<b>D</b>		Use a dictionary to spell words correctly and to verify spelling.	
<b>D</b>		Arrange words in alphabetical order to the second letter.	
<b>D</b>		Recognize common abbreviations and contractions.	
<b>D</b>		Add endings to base words to make new words (e.g., -ed, -ing, and -es).	
<b>I</b>		Use appropriate language structure in oral and written communication (e.g., subject-verb agreement, correct pronoun choice, and logical/appropriate	

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