

Grade Two

Second graders begin a transition from learning to read to reading to learn. They begin to read more fluently. Having a firmer grasp on phonics, second graders begin more complex word studies. They begin to read longer, more complex texts, including chapter books. They continue to read every day and have books read to them.

Writing becomes more independent for second graders, and they become much more conscientious about editing and revising their work. Second graders begin to use more symbolic language such as concepts (courage, freedom, time, seasons) in their writing and verbal interactions.

Conventions become a part of the everyday writing experience for second graders. They learn important parts of speech and how to manipulate language to suit their contexts. They expand sentences and learn new sentence structures and the punctuation that occurs with them. Their written and spoken language becomes much more complex. Second graders show evidence of a vastly expanding language repertoire, including the use of a variety of language registers. They engage in a variety of language and literary activities as they gain independence and mastery of reading, writing, speaking, and listening. Students also write in a variety of genres.

Reading

Reading, writing, speaking, and listening skills are necessary tools for effective communication. The mastery of these skills is essential for enrichment and lifelong learning. Several years of research has yielded much information about how children learn to read. This research tells us that to become more skilled and confident readers over time, students need multiple opportunities to build essential skills. In their formative years of instruction, children must be read to and provided opportunities to practice independent reading. Children must develop their ability to read with fluency and understanding in order to build their knowledge of the world.

PHONICS/WORD IDENTIFICATION

ELA2R1 The student quickly applies knowledge of letter-sound correspondence and spelling patterns to decode unfamiliar words. The student

- a. Reads words containing blends, digraphs, and diphthongs.
- b. Recognizes, reads, and writes words containing regular plurals, irregular plurals, and possessives.
- c. Reads compound words and contractions in grade appropriate texts.
- d. Reads and spells words containing r-controlled vowels and silent letters.
- e. Reads and spells words containing irregular vowel patterns.
- f. Reads multisyllabic words.
- g. Applies learned phonics skills when reading and writing words, sentences, and stories.

FLUENCY

ELA2R2 The student demonstrates the ability to read orally with speed, accuracy, and expression. The student

- a. Applies letter-sound knowledge to decode quickly and accurately.
- b. Automatically recognizes additional high frequency and familiar words within texts.
- c. Reads familiar text with expression.
- d. Reads second-grade texts at a target rate of 90 words correct per minute.
- e. Uses self-correction when subsequent reading indicates an earlier misreading within grade-level text.

VOCABULARY

ELA2R3 The student acquires and uses grade-level words to communicate effectively. The student

- a. Reads a variety of texts and uses new words in oral and written language.
- b. Recognizes grade appropriate words with multiple meanings.

- c. Recognizes and applies the appropriate usage of homophones, homographs, antonyms, and synonyms.
- d. Determines the meaning of unknown words on the basis of context.

COMPREHENSION

ELA2R4 The student uses a variety of strategies to gain meaning from grade-level text. The student

- a. Reads a variety of texts for information and pleasure.
- b. Makes predictions from text content.
- c. Generates questions before, during, and after reading.
- d. Recalls explicit facts and infers implicit facts.
- e. Summarizes text content.
- f. Distinguishes fact from fiction in a text.
- g. Interprets information from illustrations, diagrams, charts, graphs, and graphic organizers.
- h. Makes connections between texts and/or personal experiences.
- i. Identifies and infers main idea and supporting details.
- j. Self-monitors comprehension and attempts to clarify meaning.
- k. Identifies and infers cause-and-effect relationships.
- l. Recognizes plot, setting, and character within text, and compares and contrasts these elements among texts.
- m. Recognizes the basic elements of a variety of genres (e.g., poetry, fables, folktales).
- n. Uses titles, tables of contents, and chapter headings to locate information quickly and accurately and to preview text.
- o. Recognizes the author's purpose.
- p. Uses word parts to determine meanings.
- q. Uses dictionary, thesaurus, and glossary skills to determine word meanings.

Writing

The student writes clear, coherent text that develops a central idea or tells a story. The writing shows consideration of the audience and purpose. The student progresses through the stages of the writing process. The student's writing reflects the conventions of written English.

ELA2W1 The student begins to demonstrate competency in the writing process. The student

- a. Writes text of a length appropriate to address a topic and tell the story.
- b. Uses traditional organizational patterns for conveying information (e.g., chronological order, similarity and difference, answering questions).
- c. Uses transition words and phrases.

- d. Begins to create graphic features (charts, tables, graphs).
- e. Begins to use appropriate formatting conventions for letter writing (e.g., date, salutation, body, closing).
- f. Begins to write a response to literature that demonstrates understanding of the text and expresses and supports an opinion.
- g. Begins to write a persuasive piece that states and supports an opinion.
- h. Pre-writes to generate ideas orally.
- i. Uses planning ideas to produce a rough draft.
- j. Rereads writing to self and others, revises to add details, and edits to make corrections.
- k. Creates documents with legible handwriting.
- l. Consistently writes in complete sentences with correct subject/verb agreement.
- m. Uses nouns (singular, plural, and possessive) correctly.
- n. Uses singular possessive pronouns.
- o. Uses singular and plural personal pronouns.
- p. Uses increasingly complex sentence structure.
- q. Uses common rules of spelling.
- r. Uses appropriate capitalization and punctuation (periods, question and exclamation marks) at the end of sentences (declarative, interrogative, and exclamatory; simple and compound).
- s. Begins to use commas (e.g., in a series, in dates, after a friendly letter greeting, in a friendly letter closure, and between cities and states), and periods after grade-appropriate abbreviations.
- t. Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic.
- u. Recognizes appropriate uses of quotation marks.
- v. Uses the dictionary and thesaurus to support word choices.

ELA2W2 The student writes in a variety of genres, including narrative, informational, persuasive, and response to literature.

The student produces a narrative that:

- a. Captures a reader's interest by writing a personal story in first or third person consistently.
- b. Begins to write fantasy/imaginary stories.
- c. Begins to sustain a focus.
- d. Includes the appropriate purpose, expectations, and length for the audience and genre.
- e. Develops characters and setting using sensory details (descriptive adjectives and strong verbs).
- f. Uses organizational structures (beginning, middle, end, and sequence of events) and strategies (transitional words/phrases, time cue words).
- g. Begins to develop characters through action and dialogue.
- h. Develops a sense of closure.
- i. May include pre-writing.

- j. May include a revised and edited draft.
- k. May be published.

The student produces informational writing that:

- a. Captures a reader's interest.
- b. Begins to sustain a focused topic.
- c. Includes the appropriate purpose, expectations, and length for the audience and genre.
- d. Adds facts and details.
- e. Uses organizational structures for conveying information (chronological order, similarities and differences, questions and answers).
- f. Uses graphic features (charts, tables, graphs).
- g. Uses a variety of resources (encyclopedia, Internet, books) to research and share information on a topic.
- h. Develops a sense of closure.
- i. May include pre-writing.
- j. May include a draft that is revised and edited.
- k. May be published.

The student produces a persuasive piece of writing that:

- a. Captures a reader's interest by stating a clear position/opinion.
- b. Begins to sustain a focus.
- c. Includes the appropriate purpose, expectations, and length for audience and the genre.
- d. Adds supportive details throughout.
- e. Uses appropriate formats (letter, list of pros and cons, advertisement).
- f. Develops a sense of closure.
- g. May include pre-writing.
- h. May include a revised and edited draft.
- i. May be published.

The student produces a response to literature that:

- a. Captures a reader's interest by stating an opinion about a text.
- b. Demonstrates understanding of the text and expresses and supports an opinion.
- c. Makes connections: text-to-self, text-to-text, text-to-world using details from the reading selection.
- d. Uses organizational structures to ensure coherence (T-charts, compare and contrast, letter to author, rewrite the ending, beginning, middle, and end with details from the text).
- e. Develops a sense of closure.
- f. May include pre-writing.
- g. May include a draft that is revised and edited.
- h. May be published.

Listening/Speaking/Viewing

The student demonstrates an understanding of listening, speaking, and viewing skills for a variety of purposes. The student listens critically and responds appropriately to oral communication in a variety of genres and media. The student speaks in a manner that guides the listener to understand important ideas.

ELA2LSV1 The student uses oral and visual strategies to communicate. The student

- a. Interprets information presented and seeks clarification when needed.
- b. Begins to use oral language for different purposes: to inform, to persuade, and to entertain.
- c. Uses increasingly complex language patterns and sentence structure when communicating.
- d. Listens to and views a variety of media to acquire information.
- e. Increases vocabulary to reflect a growing range of interests and knowledge.