

## English/Language Arts Second Grade

### **Program Goal:**

Recognizing the differences in learning styles and ability levels, educators will teach all students to be able to communicate effectively through reading, writing, speaking and listening. All students will learn comprehension skills that allow them to continue learning through their lifetimes. Through a faith-based education, all students will learn to appreciate (value) diversity that is reflected in a variety of cultures and life experiences as they have to do with written and oral communication.

### **Grade Level Goal:**

#### **Reading:**

All learners will use the reading process to construct meaning from diverse types of fiction and non-fiction literature (poetry, mystery, folklore, biography, fantasy, informational material such as directions, recipes, textbooks, encyclopedias, magazines, newspapers, and internet articles.) Through these experiences, the learner will develop an appreciation for reading.

#### **Writing:**

All learners will use the written language to communicate in a variety of modes. Through these experiences, the learner will develop an appreciation for writing.

#### **Oral Communication:**

All learners will engage in a variety of oral activities to develop an understanding of language structure and enhance their ability to communicate effectively.

## **Content Criteria:**

### **Reading – Decoding/spelling**

- The learner will review and extend phonic skills.
- The learner will apply spelling rules
- The learner will demonstrate auditory phonemic awareness
- The learner will demonstrate syllable rules.

### **Reading – Comprehension:**

- The learner will read for multiple purposes
- The learner will employ multiple strategies to construct meaning of unfamiliar words.
- The learner will read independently
- The learner will formulate questions and make predictions.
- The learner will make connections to the text.

### **Reading – Fluency**

- The learner will read with appropriate speed and expression
- The learner will read with 90% accuracy or better at their independent reading level.

### **Reading – Vocabulary**

- The learner will identify grade level sight words
- The learner will increase and apply vocabulary terms
- The learner will identify multi-meaning words and use them in the correct context.

### **Reading – Cultural Awareness**

- The learner will be able to identify different ethnic and family cultures
- The learner will be introduced to a variety of multi-cultural authors and illustrators.

### **Writing – Handwriting:**

- The learner will form letters correctly and legibly.
- The learner will be introduced to cursive writing.

### **Writing – Spelling:**

- The learner will transition from invented spelling to conventional spelling.
- The learner will develop strategies to spell unfamiliar words.
- The learner will correctly spell high-frequency words and cross-curriculum words.
- The learner will apply spelling rules in everyday writing.

### **Writing – Grammar:**

- The learner will write in complete sentences using subject/verb agreement.
- The learner will evaluate and edit writings (DOL)
- The learner will identify key parts of speech.
- The learner will identify and write different types of sentences.

### **Writing – Composition:**

- The learner will write daily.
- The learner will develop and share ideas.
- The learner will construct a story with a beginning, middle and end
- The learner will proofread and edit personal writings.
- The learner will illustrate writings.
- The learner will participate in the writing process.

### **Oral Communication – Listening:**

- The learner will demonstrate social courtesies when listening.
- The learner will apply three-step verbal directions
- The learner will listen attentively and respond to a reading selection, oral presentation, video, speaker, etc.
- The learner will demonstrate the ability to listen and respect the opinions of others

### **Oral Communication – Speaking:**

- The learner will speak clearly and distinctly
- The learner will use appropriate vocabulary and non-verbal expressions in a variety of situations.
- The learner will express ideas clearly and in an organized manner.

- The learner will take appropriate turns in group dialogue.

## **INSTRUCTIONAL CRITERIA:**

1. The learner will use the internet to enhance instruction.
2. The learner will write daily.
3. The learner will be exposed to many difference genres of writing.
4. The learner will proofread and edit Daily Oral Language (DOL) and personal writing.
5. The learner will use a word wall to spell high frequency words.
6. The learner will share personal writing.
7. The learner will conference on a regular basis with the teacher.
8. The learner will create illustrations that connect to stories.
9. The learner will read daily.
10. The learner will read in different groupings (whole class, partner, independent).
11. The learner will speak in front of a group daily.
12. The learner will use KWL, Cloze procedure, SQ3R, Venn Diagrams, story maps, and other graphic organizers after teacher instruction to build comprehension.
13. The learner will use listening skills to be a good audience member.
14. The learner will practice correct letter formation.

## **SCOPE:**

### **I. Reading – Decoding/Spelling:**

- A. Apply knowledge of consonants, consonant blends and digraphs to decode and spell words such as hard, soft g and c
- B. Use special endings after "i"
- C. Short vowel in one syllable words
  1. -tch
  2. -dge
  3. f,l,s,z rule - double final consonant in short vowel
- D. Apply spelling rules used to make singular words plural:
  1. f → v
  2. y → i

3. s, es

- D. Use vowel teams to decode and spell words:
1. ai ea oe oa ie
  2. au ee igh oe ui
  3. augh ei oi
  4. aw ew oo
  5. ay ey ou
  6. ow
  7. oy
  8. ough
- E. Apply r-controlled vowels to decode and spell words
- F. Apply knowledge of common syllable patterns to decode and spell words:
1. C closed cvc (hat)
  2. L le syllable (table)
  3. O open (we)
  4. V Vowel team
  5. E Silent e (name)
  6. R r controlled (star)
- G. Differentiate between the sounds heard and the way they are spelled.
- H. Use common prefixes and suffixes to decode words.
1. a- in- re- de- ad- pre- dis- un- pro-  
ex-
  2. -tion -ment -ly -less -ness -able -ing -ed -ture  
-ful -er -est
- I. Accurately decode orthographically regular, multi-syllable words and nonsense words
- J. Use syllable division rules to accurately read and spell words
1. Syllable division between compound words, suffixes/prefixes VC/CV, -cle, VCC/CV, CVVC, C/VC

## II. Reading – Comprehension:

- A. Read for enjoyment, information and directions based on prior knowledge, life experience, text.

- B. Use Venn diagrams, story maps, context clues, main ideas, details, picture clues, inference, cause/effect, sequencing, dramatization, KWL, SQ3R, Cloze
- C. Construct meaning by re-reading, using context, sounding out words and using word parts.

### **III. Reading – Fluency:**

- A. Read with proper pitch and volume
- B. Use punctuation clues for appropriate pausing and expression
- C. Re-read familiar stories to build fluency

### **IV. Reading – Vocabulary:**

- A. Display high frequency words
- B. Distinguish between homonyms, antonyms, synonyms, and multi-meaning words
- C. Use cloze procedure, context clues, dictionary skills, cross-curricular words
- D. Alphabetize words using first, second and third letter

### **V. Reading – Cultural Awareness:**

- A. Expose learners to different ethnic and family cultures
- B. Identify authors and illustrators from a variety of cultural backgrounds.
- C. Recognize special populations including the deaf or those with other disabilities.

### **VI. Writing – Handwriting:**

- A. Form letters top to bottom
- B. Words will fit within the lines and be spaced appropriately.
- C. Use upper and lower case appropriately
- D. Be introduced to cursive

### **VII. Writing – Spelling:**

- A. When writing, students will use the following correctly:
  - 1. Vowel teams
  - 2. Prefixes, suffixes
  - 3. Plurals

4. Abbreviations
5. Possessives
6. Contractions
7. Digraphs
8. Blends

### **VIII. Writing – Grammar:**

A. When writing, students will practice good writing habits including the following:

1. Punctuation
2. Capital letters
3. Capitalization of proper nouns
4. Introduce Quotation marks
5. Delete or add words to clarify meanings
6. Parts of speech
  - a.) Verbs
  - b.) Nouns
  - c.) Adjectives
  - d.) Pronouns

B. Noun/verb agreement

C. Sentence types

1. Telling
2. Asking questions
3. Exclaiming
4. Commanding

D. Use more complex conjunctions (although, instead of)

### **IX. Writing – Composition**

A. Students will experience the following genres of writing:

1. DOL (Daily Oral Language)
2. Journal writing
3. Answering questions in complete sentences
4. Letters/Envelopes
5. Thank you letters
6. Autobiography
7. Book reports
8. Mysteries
9. Plays

10. Poetry
11. Creative
- B. Use editing marks
  1. ^ additions
  2. omissions
  3. ≡ Capital
  4. ⊙ Period
  5. ¶ New paragraph
  6. Comma
- C. Students will participate in the writing process by :
  1. Brainstorming
  2. Writing
  3. Editing
  4. Illustrating
  5. Publishing
- D. Write paragraph with a main idea and supporting sentences.

**X. Oral Communication - Listening:**

- A. Avoid interruptions
- B. Eye contact or appropriate cultural response (in several cultures - eye contact is considered disrespectful)

**XI. Oral Communication - Speaking:**

- A. Restate the question in an answer
- B. Use proper pitch and volume
- C. Maintain and manipulate voice to show expression
- D. Use proper posture and eye contact
- E. Greet others appropriately
- F. Use present, past and future tenses appropriately
- G. Demonstrate correct subject-verb agreement
- H. Contribute to classroom discussions
- I. Use appropriate descriptive language to elaborate
- J. Ask appropriate questions and give relevant answers
- K. Give brief presentations

## **Textbook Recommendations:**

Scott Foresman

ISBN:

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