

SECOND GRADE LANGUAGE ARTS

Wicomico Day School



LISTENING AND SPEAKING



CLASSROOM DISCUSSION

- Maintain attention and actively participate in discussions about a variety of topics, ideas, and texts in both small and large group settings.
- Speak clearly with volume appropriate to the setting.
- Use agreed-upon rules for group discussions, i.e., look at and listen to the speaker, raise hand to speak, take turns, say “excuse me” or “please,” etc.
- Ask questions to clarify conversations, directions, exercises, and/or classroom routines.
- Carry on and participate in a conversation over at least six turns, staying on topic, initiating comments, or responding to a partner’s comments, with either an adult or another child of the same age.
- Participate in a conversation or group discussion by referring to, or building upon, a comment made by another person.
- Identify and express physical sensations, mental states, and emotions of self and others.
- Understand and use language to express spatial and temporal relationships (up, down, first, last, before, after, etc.).
- Understand and use narrative language to describe people, places, things, locations, events, actions.
- Understand and use common sayings and phrases such as “Don’t judge a book by its cover” and “Better late than never.”



PRESENTATION OF IDEAS AND INFORMATION

- Follow multi-step, oral directions.
- Give simple directions.
- Provide simple explanations.



LANGUAGE ARTS



LANGUAGE ARTS

- Recite a nursery rhyme, poem, or song independently, using appropriate eye contact, volume, and clear enunciation.
- Give oral presentations about personal experiences, topics of interest, stories, and summaries that have been presented orally, visually or through multimedia, using appropriate eye contact, volume, and clear enunciation.



LANGUAGE ARTS

- **Comprehension and Discussion of Read-Alouds—All Texts Teachers:**
 - Listen to and understand a variety of texts read aloud, including fictional stories, fairy tales, fables, historical narratives, drama, informational text, and poems.
 - Distinguish the following genres of literature: fiction, nonfiction and drama. Grasping Specific Details and Key Ideas
 - Describe illustrations.
 - Sequence four to six pictures illustrating events in a read aloud.
 - Answer questions requiring literal recall and understanding of the details and/or facts of a read-aloud, i.e., who, what, where, when, etc. vi. Retell key details.
 - Summarize in one's own words selected parts of a read-aloud.
 - Ask questions to clarify information in a read-aloud.
 - Use narrative language to describe people, places, things, locations, events, actions, a scene or facts in a read-aloud.



LANGUAGE ARTS

Observing Craft and Structure

- Understand and use words and phrases heard in read-alouds.
- Understand and use words and phrases heard in read-alouds.
- Compare and contrast similarities and differences within a single read-aloud or between two or more read-alouds.
- Make personal connections to events or experiences in a read-aloud and/or make connections among several read-alouds.



LANGUAGE ARTS

- Language Arts Integrating Information and Evaluating Evidence
- Prior to listening to a read-aloud, identify what they know and have learned that may be related to the specific story or topic to be read aloud.
- Use pictures accompanying the read-aloud to check and support understanding of the read-aloud.
- Make predictions prior to and during a read-aloud, based on the title, pictures, and/or text heard thus far and then compare the actual outcomes to predictions.
- Answer questions that require making interpretations, judgments, or giving opinions about what is heard in a read-aloud, including answering “why” questions that require recognizing cause/effect relationships.
- Interpret information that is presented orally and then ask additional questions to clarify information or the topic in the read-aloud.
- Identify who is telling a story or providing information in a text.



LANGUAGE ARTS

- **Comprehension and Discussion of Read-Alouds-Fiction, Drama, and Poetry**
 - **Retell a story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.**
 - **Compare and contrast characters from different stories.**
 - **Describe characters in increasing depth by referring to dialogue and/or their actions in the story.**
 - **Change some story events and provide a different story ending.**
 - **Create and tell an original story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.**
 - **Distinguish fantasy from realistic text in a story.**
 - **Identify the moral or lesson of a fable, folktale, or myth.**
 - **Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.**
 - **Identify repetitions in phrases, refrains, or sounds in poems or songs.**
 - **Identify sensory language and how it is used to describe people, objects, places, and events.**
 - **Describe the use of rhyme, rhythm and sensory images used in poetry.**



LANGUAGE ARTS

- **Comprehension and Discussion of Read-Alouds—Nonfiction and Informational Text**
 - **Generate questions and seek information from multiple sources to answer questions.**
 - **Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.**
 - **With assistance, categorize and organize facts and information within a given topic.**
 - **With assistance, create and interpret timelines and lifelines related to readalouds.**
 - **Interpret information presented in diagrams, charts, graphs, etc.**
 - **Distinguish read-alouds that describe events that happened long ago from those that describe contemporary or current events and writing—decoding and encoding—are complementary processes that ensure mastery of the written code.**
 - **Demonstrate understanding that a systematic, predictable relationship exists between written letters (graphemes) and spoken sounds (phonemes).**
 - **Blend individual phonemes to pronounce printed words.**
 - **Understand that sometimes two or more printed letters stand for a single sound.**
 - **Read multi-syllable words containing any of the grapheme-phoneme correspondences listed below.**
 - **Read and write words with inflectional endings, i.e., -s, -ed, -ing, -er, -est. xii. Read, understand, and write contractions, i.e., isn't, I'm, can't, etc.**
 - **Sort and classify words according to the spelling used to represent a specific phoneme.**
 - **Read tricky spellings that can be sounded two ways, e.g., the letter 's' sounded /s/ as in cats and /z/ as in xv. dogs. xvi. Read and spell chains of one-syllable words in which one sound is added, substituted, or omitted, i.e., read at > cat > bat > bad > bid. xvii. Read at least 100 words generally identified as high frequency words**



CONSONANT SOUNDS AND SPELLINGS

- /b/ spelled 'b' as in boy, 'bb' as in tubby /d/ spelled 'd' as in dog, 'dd' as in madder, 'ed' as in filled. /f/ spelled 'f' as in fun, 'ff' as in stuff, /g/ spelled 'g' as in get, 'gg' as in egg, /h/ spelled 'h' as in him, /j/ spelled 'j' as in jump, 'g' as in gem, 'ge' as in fringe, /k/ spelled 'c' as in cat, 'k' as in kitten, 'ck' as in sick, 'cc' as in Moccasin, /l/ spelled 'l' as in lip, 'll' as in sell, /m/ spelled 'm' as in mad, 'mm' as in hammer, /n/ spelled 'n' as in net, 'nn' as in funny, 'kn' as in knock, /p/ spelled 'p' as in pet, 'pp' as in happy, /r/ spelled 'r' as in red, 'rr' as in earring, 'wr' as in wrist, /s/ spelled 's' as in sit, 'ss' as in dress, 'c' as in cent, 'ce' as in prince, 'se' as in Rinse, /t/ spelled 't' as in top, 'tt' as in butter, 'ed' as in asked, /v/ spelled 'v' as in vet, 've' as in twelve, /w/ spelled 'w' as in wet, 'wh' as in when, /x/ spelled 'x' as in tax, /y/ spelled 'y' as in yes, /z/ spelled 'z' as in zip, 'zz' as in buzz, 's' as in dogs, /ch/ spelled 'ch' as in chop, 'tch' as in itch, /sh/ spelled 'sh' as in ship, /th/, spelled 'th' as in thin, /th/ spelled 'th' as in then, /qu/ spelled 'qu' as in quick, /ng/ spelled 'ng' as in sing, 'n' as in pink



VOWEL SOUNDS AND SPELLINGS

- /a/ spelled 'a' as in cat, /e/ spelled 'e' as in get, 'ea' as in head, /i/ spelled 'i' as in hit, 'y' as in myth, /o/ spelled 'o' as in hot, 'a' as in wall, /u/ spelled 'u' as in but, 'o' as in son /ae/ spelled 'a_e' as in cake, 'ai' as in wait, 'ay' as in day, 'a' as in paper, 'ey' as in hey, 'ei' as in weight, 'ea' as in great/ee/ spelled 'ee' as in bee, 'e' as in me, 'y' as in funny, 'ea' as in beach, 'e_e' as in Pete, 'ie' as in cookie, 'i' as in ski, 'ey' as in key, 'y' as in try, 'ie' as in tie, 'igh' as in night, /oe/ spelled 'o_e' as in , note, 'oa' as in boat, 'oe' as in toe, 'o' as in open, 'ow' as in snow/ue/ spelled 'u_e' as in cute, 'u' as in unit, 'ue' as in cue /aw/ spelled 'aw' as in paw, 'au' as in Paul, 'augh' as in caught, 'ough' as in bought /oo/, spelled 'oo' as in look, 'u' as in student, 'ue' as in blue, 'ui' as in fruit, 'ew' as in new, 'u_e' as in tune, /oo/ spelled 'oo' as in soon, /ou/ spelled 'ou' as in shout, 'ow' as in now, /oi/ spelled 'oi' as in oil, 'oy' as in toy, /er/ spelled 'er' as in her, 'ur' as in hurt, 'ir' as in bird, 'ar' as in dollar /ar/ spelled 'ar' as in car, /or/ spelled 'or' as in for, 'ore' as in more, 'our' as in four, 'oor' as in door, Schwa spelled 'a' as in about, /shun/ spelled 'tion' as in mention



ORAL READING AND FLUENCY

- Read decodable stories that incorporate the specific code knowledge that has been taught.
- Demonstrate increased accuracy, fluency, and expression on successive reading of a decodable text (90 wpm by the end of the year).
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary.
- Demonstrate understanding of and use commas and end punctuation while reading orally.
- Read aloud, alone, or with a partner at least 20 minutes each day.

READING COMPREHENSION- ALL TEXTS

- Demonstrate understanding of text—the majority of which is decodable—after independent reading.



GRASPING SPECIFIC DETAILS AND KEY IDEAS

- Sequence four to six pictures illustrating events from a text that has been read independently.
- Answer questions requiring literal recall and understanding of the details and/or facts (i.e., who, what, where, when, etc.) about a text that has been read independently.
- Retell key details from a text that has been read independently.
- Summarize in one's own words selected parts of a text.
- Ask questions to clarify information about a text that has been read independently.
- Use narrative language to describe people, places, things, locations, events, actions, a scene, or facts from a text that has been read independently.



OBSERVING CRAFT AND STRUCTURE

- Identify basic text features and what they mean, including title, table of contents, chapter headings and captions.
- Understand and use words and phrases from a text that has been read independently.
- Compare and contrast similarities and differences within a single text or between multiple texts read independently.
- Make personal connections to events or experiences in a text that has been read independently and/or make connections among several texts that have been read independently.



INTEGRATING INFORMATION AND EVALUATING EVIDENCE

- Prior to reading, identify what they know and have learned that may be related to the specific story or topic to be read.
- Use pictures accompanying the written text to check and support understanding.
- Make predictions prior to and while reading, based on the title, pictures, and/or text read thus far and then compare the actual outcomes to predictions.
- Answer questions that require making interpretations, judgments, or giving opinions about what is read independently, including answering “why” questions that require recognizing cause/effect relationships.
- Interpret information that is read independently and then ask questions to clarify this information. vi. Identify who is telling a story or providing information in a text.
- Identify temporal words that link and sequence events, i.e., first, next, then, etc.
- Identify words that link ideas, i.e., for example, also, in addition.



READING COMPREHENSION

FICTION, DRAMA, AND POETRY

- Retell a story, using narrative language to describe characters, setting(s), and the plot of the story in proper sequence.
- Compare and contrast characters from different stories.
- Describe characters in increasing depth by referring to dialogue and/or their actions in the story.
- Change some story events and provide a different story ending.
- Distinguish fantasy from realistic text in a story.
- Identify the moral or lesson of a fable, folktale, or myth.
- Demonstrate understanding of literary language (e.g., author, illustrator, characters, setting, plot, dialogue, personification, simile, and metaphor) and use some of these terms in retelling stories or creating their own stories.
- Identify sensory language and how it is used to describe people, objects, places, and events.
- Identify repetitions in phrases, refrains, or sounds in poems or songs.
- Describe the use of rhyme, rhythm and sensory images used in poetry.



READING COMPREHENSION

NONFICTION AND INFORMATIONAL TEXT

- **Generate questions and seek information from multiple sources to answer questions.**
- **Answer questions about the details of a nonfiction text, indicating which part of the text provided the information needed to answer specific questions.**
- **Interpret information presented in diagrams, charts, graphs, etc.**
- **With assistance, categorize and organize facts and information for a given topic.**
- **With assistance, create and interpret timelines and lifelines related to text read independently.**
- **Distinguish text that describes events that happened long ago from text that describes contemporary or current events.**



WRITING



WRITING TO REFLECT AUDIENCE PURPOSE AND TASK

- Add details to writing.
- Begin to use tools, including technology, to plan, draft, and edit writing.

CONDUCTING RESEARCH

- Gather information from experiences or provided text sources.

NARRATIVE WRITING

- Write a familiar story that includes setting(s), character(s), dialogue, and if appropriate,
- several events, using temporal words and phrases to indicate the chronology of events.
- Write a personal narrative.
- Create a title and an ending that are relevant to the narrative



INFORMATIVE/EXPLANATORY WRITING

- Write about a topic, including a beginning and ending sentence, facts and examples
- Group similar information into paragraphs.
- Use linking words such as also, another, and, etc. to connect ideas within a paragraph.

PERSUASIVE WRITING

- Express an opinion or point of view in writing, providing reasons and supporting details for preference or opinion.
- Use words to link opinions with reasons or supporting details, such as because, also, another.
- Create a title that is relevant to the topic or subject of the text.
- If writing about a specific book or read-aloud, refer to the content of the text.



LANGUAGE CONVENTIONS

- Form sentences and paragraphs to communicate thoughts and ideas.
- Apply basic spelling conventions.
- Use basic capitalization and punctuation in sentences to convey meaning.

SPELLING

- Write phonemically plausible spellings for words using current code knowledge, e.g., write doller for dollar, wate for wait or weight.
- Write words, phrases, and sentences from dictation, applying phonics knowledge.
- Alphabetize words to the second letter.
- Use a children's dictionary, with assistance, to check spelling and verify the meaning of words.
- Identify and use synonyms, antonyms, homophones, and compound words.



PARTS OF SPEECH AND SENTENCE STRUCTURE

- Recognize, identify and use subject, object, and possessive pronouns, i.e., I, me, my, they, them, orally, in written text and in own writing.
- Recognize, identify and use correct noun-pronoun agreement orally, in written text and in own writing.
- Recognize, identify and use common and proper nouns, orally, in written text, and in own writing.
- Recognize, identify, and use the articles a and an appropriately orally, in written text and in own writing.
- Recognize, identify and use selected regular and irregular plural nouns orally, in written text and in own writing.
- Recognize, identify and use selected regular and irregular past, present, and future tense verbs orally, in written text, and in own writing.
- Recognize, identify, and use adjectives orally, in written text, and in own writing.
- Recognize, identify, and use adverbs orally, in written text, and in own writing.
- Recognize, identify and use subjects and predicates, orally, in written text, and in own writing.
- Recognize, identify, and use statements, questions, and exclamations orally, in written text, and in own writing.
- Recognize, identify, and use complete simple and compound sentences



CAPITALIZATION AND PUNCTUATION

- Capitalize the first word in a sentence, the pronoun I, and proper nouns (names and places,) months, days of the week, titles of people, and addresses.
- Recognize, identify and use abbreviations with correct punctuation for the months, days of the week, titles of people, and addresses.
- Identify and use end punctuation, including periods, question marks, and exclamation points.
- Use commas appropriately in greetings and closings of letters, dates, items in a series, and addresses.
- Write a simple friendly letter.
- Use apostrophes to create contractions and indicate possession, i.e., cat's meow.
- vii. Use quotation marks appropriately to designate direct speech.



FICTION



STORIES

- Beauty and the Beast
- The Blind Men and the Elephant (a fable from India)
- A Christmas Carol (Charles Dickens)
- Charlotte's Web (E. B. White)
- The Emperor's New Clothes (Hans Christian Andersen)
- The Fisherman and His Wife (Brothers Grimm)
- How the Camel Got His Hump (a "Just-So" story by Rudyard Kipling)
- Iktomi Lost His Eyes
- The Magic Paintbrush (a Chinese folktale)
- El Pajaro Cu (a Hispanic folktale)
- Selections from Peter Pan (James M. Barrie)
- Talk (a West African folktale)
- The Tiger, the Brahman, and the Jackal (a folktale from India)
- The Tongue-Cut Sparrow (a folktale from Japan)



MYTHOLOGY OF ANCIENT GREECE

Gods of Ancient Greece (and Rome)

- Zeus (Jupiter)
- Hera (Juno)
- Apollo (Apollo)
- Poseidon (Neptune)
- Aphrodite (Venus)

Mount Olympus: home of the gods

- c. Literary Terms: i. myth, ii. tall tale, iii. limerick

LITERARY TERMS:

- myth
- tall tale
- limerick

