

SECOND GRADE
COURSE DESCRIPTION
Grade 2; one-year course

SECOND GRADE

Each competency and objective assumes the student has mastered the competencies and objectives in first grade. New skills and objectives are bold-faced throughout the K-8 portion of the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity.

The term “text,” as it is used throughout the Language Arts Framework, is defined as “a segment of spoken or written language available for description or analysis.” For the purposes of this document, text may include written materials, teacher read or taped passages, visual images, or film.

While competencies for grades K-3 remain identical, objectives require an extension of knowledge and broader, deeper application of skills. A critical component at each grade level is text complexity. Text complexity is indicated by such elements as sophistication of language, content, and syntax. As students move from kindergarten to grade three, texts should require a greater cognitive involvement by the student in order for the student to appreciate and comprehend the meaning and beauty inherent in language.

In second grade, students are presented with a wide, rich variety of texts, which are read to, listened to, read by, or viewed by students and then discussed. Second grade students are expected to engage actively in language activities involving text as they continue to grow as developing readers and writers.

Priority objectives are underlined for grades K-3.

Competencies and Objectives

Each competency and objective assumes the student has mastered the competencies and objectives in first grade. New skills and objectives are bold-faced throughout the K-8 portion of the document; however, teachers should review previously taught skills and objectives with a focus on increasing complexity.

1. The student will use word recognition and vocabulary (word meaning) skills to communicate.

- a. *The student will apply knowledge of phonological and phonemic awareness. (DOK 2)*

(Phonological and phonemic awareness skills are oral skills. Once the skills are paired with print, they become phonics activities.)

- 1) Blend and segment spoken words into syllables and syllables into phonemes.
- 2) Continue to identify and count the number of syllables in a spoken word.
- 3) **Add, delete, substitute, or begin to transpose a phoneme to change a spoken word in the initial, medial, and final position (e.g., Add /b/ to “at”= bat; or take /k/ from “cat” = at; change /i/ in hit to /a/ = hat. What happens when you change “spot” to “stop”?).**

b. *The student will use word recognition skills **for multi-syllabic words**. (DOK 2)*

- 1) Use knowledge of vowel digraphs, diphthongs, and r-controlled letter-sound correspondences to decode unknown words.

Examples:

Vowel digraphs: /oa/ in road, /ea/ in read

Diphthongs: /oi/, /oy/, /ou/, /ow/, /ew/

R-controlled: er = /r/ in fern

ir = /r/ in bird

ur = /r/ in turn

- 2) Read words derived from word families (e.g., -it, -at, -ite, -ate).
- 3) Use common spelling patterns to make new words (e.g., make, take, lake, cake, etc.).
- 4) Use inflectional endings (e.g., -s, es, -ed, or -ing) to produce **or analyze** new words.
- 5) Identify and **create** compound words.
- 6) Identify and **create** contractions (e.g., can + not = can't) correctly.
- 7) Read 200 to 300 high frequency and/or irregularly spelled words in connected text. (A second grader should read approximately 90 to 100 words correct per minute in connected text by the end of second grade.)

c. *The student will use syllabication types (e.g., open, closed, r-controlled, vowel team, vowel-consonant + e, consonant + le) to decode words. (DOK 1)*

d. *The student will **manipulate and analyze** roots and affixes (e.g., un-, re-, **mis-**, **pre-**, -s, -es, -ed, -ing, -y, -ly, -er, -est, -ful, and -less) to understand unfamiliar words. (DOK 2)*

e. *The student will develop and apply knowledge of words and word meanings to communicate. (DOK 1)*

- 1) Identify and begin to **generate** words into categories.
 - 2) **Determine the relationship between pairs of words (e.g., icicles/ Popsicle's, oven/heater, friend/enemy, gloves/socks, etc.)**
- f. *The student will identify and use synonyms, antonyms, and homonyms. (DOK 1)*
- g. *The student will use context to determine the meanings of unfamiliar or multiple meaning words. (DOK 2)*
- h. *The student will use reference materials to determine the meaning or pronunciation of unknown words (e.g., personal dictionary, elementary dictionary, **glossary**, teacher, and/or peer as a resource). (DOK 1)*
2. **The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.**
- a. *The student will use text features, parts of a book, text structures, and genres to analyze text. (DOK 2)*
- 1) Text features – titles, headings, illustrations, graphs, **captions, charts**, etc.
 - 2) Parts of a book – title page, title, author, illustrator, table of contents, **glossary**, etc.
 - 3) Text structures – sequential order, description, **simple cause and effect**, etc.
 - 4) Genres – Fiction, nonfiction, and poetry
- b. *The student will **analyze** texts in order to identify, understand, infer, or **synthesize** information. (DOK 2)*
- 1) Answer literal and simple inferential who, what, when, where, why, how, and what if questions.
 - 2) Answer literal and simple inferential questions about main characters, settings, and events.
 - 3) **Answer literal and simple inferential questions about characters' actions, motives, traits, and emotions.**
 - 4) **Identify the main idea and some details in narrative text or the topic and some details in informational text.**
 - 5) **Determine simple cause and effect relationships.**
 - 6) **Identify simple fact and opinion.**
 - 7) **Draw conclusions based on information from narrative and/or informational text.**
 - 8) **Identify and discuss the theme of a text.**

- c. *The student will recognize or generate an appropriate summary or paraphrase of the events or ideas in text, citing text-based evidence. (DOK 2)*
- 1) Retell a story **orally and in writing** including characters, setting, **problem**, important events, and **resolution**.
 - 2) Arrange in sequential order a listing of events found in narrative and/or informational text.
- d. *The student will analyze, interpret, compare, or respond to increasingly complex literary text, literary nonfiction, and informational text, citing text-based evidence. (DOK 3)*
- 1) Interpret text through moving, drawing, speaking, acting, or singing.
 - 2) Make connections between self and characters and events in text.
 - 3) Compose visual images.
 - 4) Identify favorite passages and **explain why the passage is a favorite, citing text-based evidence**.

3. The student will express, communicate, or evaluate ideas effectively.

- a. *The student will use an appropriate composing process (e.g., planning, drafting, revising, editing, publishing/sharing) to compose or edit. (DOK 3)*
- 1) Planning
 - Use a variety of graphic organizers (e.g., **Venn diagram, bubble maps, story maps, etc.**) to generate and organize ideas.
 - 2) Drafting
 - **Begin to transfer thoughts from graphic organizers into sentences and simple paragraphs.**
 - 3) Revising
 - Begin to revise sentences and/or paragraphs for organization, to add details, and to clarify ideas.
 - 4) Editing
 - Edit for capitalization, punctuation, and **spelling**.
 - 5) Publishing/Sharing
 - Publish writing by displaying, retelling, and/or reading written ideas.
- b. ***The student will compose descriptive text containing specific details. (DOK 3)***
- c. *The student will compose narrative text with a beginning, middle, and end. (DOK 3)*
- d. *The student will compose informational text with a **main idea and supporting details. (DOK 3)***

1. Reports
2. Letters, thank you notes, invitations
3. Functional texts (e.g., labels, directions, shopping lists)

e. *The student will generate questions and use one source to locate the answers. (DOK 3)*

4. The student will use Standard English to communicate.

a. *The student will use Standard English grammar. (DOK 1)*

- 1) Nouns (e.g., singular, plural, **common, proper, possessive**)
- 2) Verbs, **helping verbs** and **irregular verbs**
- 3) **Verb tense (conjugation and purpose for past, present, and future)**
- 4) **Subject-verb agreement**
- 5) Articles and coordinating conjunctions
- 6) Adjectives (e.g., **possessive, comparative, superlative**)
- 7) **Prepositions**
- 8) Pronouns (e.g., **subject pronouns, singular pronouns, plural pronouns**)
- 9) **Adverbs**

b. *The student will use Standard English mechanics to compose or edit. (DOK 1)*

- 1) End punctuation (e.g., period, question mark, exclamation mark)
- 2) Periods in common abbreviations (e.g., **titles of address**, days of the week, months of the year)
- 3) Commas (e.g., dates, **series, addresses, greetings, and closings in a friendly letter**)
- 4) **Quotation marks (e.g., quotations)**
- 5) **Underlining/Italics (e.g., titles of books and movies)**
- 6) Apostrophes (e.g., contractions, **possessives**)
- 7) Colons (e.g., in notation of time)
- 8) Capitalization (e.g., first word in a sentence, proper nouns, days of the week, months of the year, the pronoun "I", **holidays, titles, initials**)
- 9) Spell words commonly found in **second grade** level texts.
- 10) Write words and sentences legibly.

c. *The student will use correct and varied sentence structure. (DOK 2)*

- 1) Analyze sentences to determine purpose (e.g., declarative/telling, interrogative/question, exclamatory/strong feeling, **imperative/ command or request**).

- 2) Compose declarative/telling, interrogative/question, exclamatory/strong feeling, and **imperative/command or request** sentences.
- 3) Compose simple and **compound** sentences.