

A **Second Grade Language Arts** student at Saint Patrick’s will be immersed in a literature-rich environment. The students will use a variety of comprehension strategies and apply them across the curriculum. Students will identify main ideas, make predictions, and formulate questions from readings. Students will work in guided reading groups with other students on their same reading level. Level books are incorporated in the guide reading groups to provide instruction based on each child’s need. Each child will be challenged at his/her reading level. Students will speak and listen effectively, adding to classroom discussions. They will also demonstrate an understanding of oral language structure. Students will relate this information and create original works, one paragraph long using the writing process. He/she will also identify many of the Six Traits of Writing in others work. Students will write using the following forms: personal narrative, persuasive, explanatory, comparative, and expository.

Reading

	<u>Standards/Goals</u>	<u>Instructional Tools</u>	<u>Assessment Tools</u>
2.1	a. Students will demonstrate the use of multiple strategies in reading unfamiliar words and phrases. b. Students will use phonics and word structures to read, write, and spell unfamiliar words and phrases. c. Students will use context clues to confirm the accuracy of reading at second grade level.	Basal Reader Reading Workbook Novels Trade Books Running Records Spelling tests Vowac Books	Reading Workbook Unit Tests ITBS Novel Assessments Teacher observation Student participation
2.2	a. Students will identify and use multiple strategies to increase vocabulary. b. Students will gain meaning of new words from selected passages.	Basal Reader Reading Workbook Novels Trade Books Running Records	Reading Workbook Unit Tests ITBS Novel Assessments Teacher observation
2.3	a. Students will identify main idea and supporting details.	Basal Reader Reading Workbook Novels Trade Books	Reading Workbook Unit Tests ITBS Novel Assessments Teacher observation Student participation
2.4	a. Students will use main ideas and supporting details to evaluate reading. b. Students will make inferences and predictions	Basal Reader Reading Workbook Novels Trade Books	Reading Workbook Unit Tests ITBS Novel Assessments Teacher observation Student participation
2.5	a.. Students will use a dictionary, encyclopedia, and telephone book., c. Students will use electronic resources. d. Students will use library resources. e. Students will identify and use parts of a book, content pages, glossary, index	Dictionary Encyclopedia Atlas Telephone Book Technology Reading Workbook Basal Reader	Reading Workbook Unit Tests ITBS Teacher observation Student participation
2.6	a. Students will use multimedia resources and technology.		

	<u>Standards/Goals</u>	<u>Instructional Tools</u>	<u>Assessment Tools</u>
2.7	a. Students will identify and use characteristics to classify different types of text including: fiction, nonfiction, poetry, and fantasy and reality	Basal Reader Reading Workbook Novels Trade Books	Reading Workbook Unit Tests ITBS Novel Assessments Teacher observation Student participation
2.8	a. Students will identify and classify different types of text including: fiction and non fiction, poetry, fantasy and reality.	Basal Reader Reading Workbook Novels Trade Books Poetry Books	Reading Workbook Unit Tests ITBS Novel Assessments Teacher observation Student participation
2.9	a. Students will identify and apply knowledge of the structure (beginning, middle, end), elements (plot, setting, characters, problem, solution), and literary techniques to analyze fiction. .	Basal Reader Reading Workbook Novels Trade Books Poetry Books	Reading Workbook Unit Tests ITBS Novel Assessments Teacher observation Student participation
2.10	a. Students will apply knowledge of structures, elements, and literary techniques to analyze fiction. b. Students will identify character traits.	Basal Reader Reading Workbook Novels Trade Books Poetry Books	Reading Workbook Unit Tests ITBS Novel Assessments Teacher observation Student participation
2.11	a. Students will identify and apply knowledge of the structure and organizational elements to analyze nonfiction or informational text. These include: question/answer, cause/effect, sequence of events, compare/contrast, problem/solution, formulate questions, fact/opinion, and following written instructions.	Basal Reader Reading Workbook Novels Trade Books	Reading Workbook Unit Tests ITBS Novel Assessments Teacher observation Student participation
2.12	a. Students will apply knowledge of the text structure and organizational elements to analyze non-fiction or informational text. Students will use: diagrams, graphs, charts ,and tables,	Basal Reader Reading Workbook Novels Trade Books Other curriculum area textbooks	Reading Workbook Unit Tests ITBS Novel Assessments Teacher observation Student participation Content Area Assessments
2.13	a. Students will identify similarities and differences in reading selections by comparing and contrasting reading selections:	Basal Reader Reading Workbook Novels Trade Books	Reading Workbook Unit Tests ITBS Novel Assessments Teacher observation Student participation
2.14	a. Students will read aloud clearly and distinctly.	Reading selections Running Records	Teacher Observation Running Records

	<u>Standards/Goals</u>	<u>Instructional Tools</u>	<u>Assessment Tools</u>
Phonics/Spelling			
2.1	Open and closed syllables Vowel-consonant silent e syllables Vowel teams R-controlled words Consonant-le syllables Ending ss, ll, ff, zz Sounds c, ck, k, tch, ch Hard and soft g and s	Phonic workbook	phonic Workbook Unit Tests ITBS Teacher observation Student participation
Writing			
2.1	a. Students will write using standard English conventions: use correct sentences, capitalization, punctuation, spelling, usage, and paragraph indentation. b. Students will identify and use nouns, verbs, personal pronouns, adjectives, adverbs, and articles. c. identify synonyms and antonyms d. write contractions e. identify compound words f. use suffixes and prefixes g. use inflectional ending	Grammar Workbook Basal Reader Reading Workbook Novels Trade Books 6-Trait Writing	Rubric Grammar Workbook Reading Workbook Writing Assignments Daily Work ITBS
2.2	a. Students will identify the four types of sentences: statement, question, exclamation and commands.	Grammar Workbook Basal Reader Reading Workbook Novels Trade Books	Grammar Workbook Daily Work ITBS
2.3	A . Students will write one paragraphs on a specific topic.	6- Trait Writing Basal Reader	Writing Assignments Rubric Unit Tests
2.4	a. Students will write paragraphs with focus, and supporting details. Students will generate and organize ideas and write with a beginning, middle, and end.	6- Trait Writing Basal Reader	Writing Assignments Rubric Unit Tests
2.5	a. Students will select and narrow a topic.	6- Trait Writing Basal Reader	Writing Assignments Rubric Unit Tests
2.6	a. Students will revise and edit narrative compositions. Students will edit using standard English conventions, use legible manuscript and use 6 Trait criteria to evaluate and revise	6- Trait Writing Basal Reader	Writing Assignments Rubric Unit Tests
2.7	a. Students will demonstrate the use of multiple forms to write for different audiences and purposes.	6- Trait Writing Basal Reader	Writing Assignments Rubric Unit Tests
2.8	a. Students will write with relevant and interesting details.	6- Trait Writing Basal Reader	Writing Assignments Rubric Unit Tests

	<u>Standards/Goals</u>	<u>Instructional Tools</u>	<u>Assessment Tools</u>
2.9	a. Students will write for different purposes including: persuasive, explanatory, comparative, personal narrative, and summarizing.	6- Trait Writing Basal Reader	Writing Assignments Rubric Unit Tests
2.10	a. Students will create an outline as a prewriting strategy.	6- Trait Writing Basal Reader Graphic Organizers	Writing Assignments Rubric Unit Tests Graphic Organizers
2.11	a. Students will use self-generated questions, note taking, and summarizing while learning.	Grammar Workbook Basal Reader Reading Workbook Novels Trade Books 6-Trait Writing Teacher Instruction	Rubric Grammar Workbook Reading Workbook Writing Assignments Daily Work ITBS Writing Assignments Rubrics
Speaking			
2.1	a. Students will participate in group discussions by asking questions and contributing information and ideas.	Student Participation DWP lessons	Teacher Observation
2.2	a. Students will practice rules for group discussions and take leadership and participant roles.	Student Participation DWP lessons Literature Circles	Teacher Observation
2.3	a. Students will deliver organized brief oral presentations. Speaking in clear, complete and coherent sentences	Student Participation	Teacher Observation Archdiocese Assessment
Listening			
2.1	a. Students will identify information gained and complete tasks through listening.	Student Participation DWP lessons	Teacher Observation
2.2	a. Use active listening, showing consideration of others contributing and discussion	Student Participation DWP lessons	Teacher Observation Daily Work

Second graders may read any of the following books throughout the year: The Boxcar Children, Ramona the Pest, Ramona's World, and The Magic Tree House Books 1-3. In addition, a number of trade books are used to teach the traits of writing and a variety of reading strategies. Teachers also conduct daily interactive read-alouds with Golden Sower nominees.