

2nd GRADE**Reading: Structure****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

The learner will:

- [D – M] • Integrate the three cueing systems when reading texts:
- a. semantic cues
 - pictures/visual
 - meaning
 - b. structural cues
 - appropriate syntax
 - syllabication
 - c. grapho-phonetic cues
 - consonants
 - vowels (long and short)
 - irregular vowel combinations
 - prefixes
 - suffixes
 - “r” controlled vowels
 - antonyms, synonyms, homonyms
 - contractions
- [D – M] • Accurately decode phonetically irregular two-syllable words.
- [D – M] • Use knowledge of letter sound patterns to sound out unfamiliar words.
- [D – M] • Recognize and compare the sounds that make up words, and segment and blend a variety of sounds in words.
- [D – M] • Accurately read single-syllable words and most two syllable words including irregularly spelled words, and words with diphthongs.
- [D] • Read a variety of genres and identify the characteristics which support various classifications.
- [D] • Read and discuss poetry, fiction, non-fiction, and drama to develop an appreciation of genre.

2nd GRADE**Reading: Meaning Construction****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

The learner will:

- [M] • Listen daily to stories read aloud.
- [M] • Use prior knowledge during pre-reading activities.
- [D] • Make inferences.
- [D – M] • Recognize and state the main idea of a story or text.
- [I - D] • Recognize and state the supporting details within a story or text.
- [I - D] • Summarize a story.
- [D] • Recognize and state the character traits of individuals within a story or text.
- [D – M] • Restate the sequence of events within a story.
- [D] • Compare and contrast personal experiences/knowledge with events or characters within a story or text.
- [I - D] • Compare and contrast reading selections.
- [M] • Predict outcomes and actions before and during reading.
- [I] • Make judgments about values expressed in the text.
- [D – M] • Express and support thoughts, feelings, judgments, interpretations, and attitudes toward the story or text.
- [M] • Self-correct when miscues interfere with meaning.
- [D – M] • Recognize and explain cause and effect within a story.
- [M] • Distinguish between fantasy and reality.
- [D] • Interpret written directions.

2nd GRADE**Reading: Application****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

The learner will:

- [D] • Choose appropriate reading material for a variety of reading purposes.
- [M] • Read for a sustained period of time every day.
- [M] • Read orally, with fluency and expression, a familiar passage or story.
- [D – M] • Demonstrate ability to use dictionary skills such as the following effectively:
 - a. identify and use a dictionary as a tool to be used to assist in spelling
 - b. know that a dictionary is organized alphabetically
- [D – M] • Communicate thoughts, feelings, judgments, understandings, and attitudes about reading material.
- [I/D] • Locate specific information to support interpretation.
- [D] • Maintain a record of books read.
- [D] • Read assigned and self-selected stories from a variety of genres.
- [D] • Demonstrate the ability to use appropriate parts of a book to locate specific information: title page, table of contents, author, illustrator, and glossary.

Reading: Multidisciplinary

The learner will:

- [M – E] • Read to and with others.
- [M – E] • Read books related to a central class theme.
- [M – E] • Discuss books read or heard in large/small groups.
- [D – M] • Read to enhance thinking.
- [D – M] • Model the expressive reading of others.

2nd GRADE**Reading: Multidisciplinary (Cont.)****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

- Identify signs and symbols used across the curriculum content areas (maps, temperature, and charts). [D]
- Engage in multimedia activities related to books and themes. [D]

Writing: Structure

The learner will:

- [D]
 - Write/draw for a variety of purposes.
 - Demonstrate the ability to use conventions of print such as the following in meaningful writing activities:
 - [M] a. correct letter formation, manuscript and cursive (cursive may be taught in the third grade)
 - [D] b. capitalization
 - [D] c. punctuation (ending punctuation, beginning to use commas, apostrophes, and quotation marks)
- [D]
 - Demonstrate the ability to integrate spelling strategies into written context.
- [D – M]
 - Write a variety of complete sentences in meaningful context.
- [D – M]
 - Write two or more sentences related to a theme.
- [D]
 - Demonstrate ability to use descriptive language in writing.
- [D]
 - Develop voice by use of personal, high interest vocabulary when writing.

2nd GRADE**Writing: Meaning Construction****Key:**

I = Introduction **D** = Develop
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The learner will:

- [M] • Participate in group prewriting activities: charting, webbing, brainstorming, listing.
- [D] • Write stories, verse, and/or informational pieces related to interests, themes, events.
- [D] • Become aware of and use the following stages in the writing process:
 - a. prewriting
 - b. drafting
 - c. revising
 - d. editing
 - e. sharing / publishing
- [I/D] • Use an expanding repertoire of descriptive words and phrases.
- [M] • Write a sequence of events.
- [D – M] • Self-evaluate writing to determine if the intended message is conveyed.

Writing: Mechanics / Grammar

The learner will:

- [I/D] • Identify and correctly punctuate the various types of sentences (declarative, interrogative, exclamatory, and imperative).
- [I] • Identify the following marks of punctuation: comma, quotation marks, apostrophe.
- [I/D] • Identify and use the following parts of speech: singular and plural nouns, common and proper nouns, and personal pronouns.
- [I/D] • Identify action words as verbs.

2nd GRADE**Writing: Application****Key:****I** = Introduction**D** = Develop**M** = Master**E** = Extend

The learner will:

- [D] • Write on a daily basis.
- [D] • Compose a complete series of ideas in an organized sequential manner.
- [I] • Incorporate information gained from media resources in writing about topics and themes.
- [D – M] • Use descriptive language and vocabulary in writing.
- [D] • Share compositions with a variety of audiences.
- [D] • Share writing in teacher and peer conferences.
- [D] • Correctly spell high frequency words in purposeful writing activities.
- [D] • Use a proofreading checklist.

Writing: Multidisciplinary

The learner will:

- [I – D] • Compose in small/large groups and individually in response to content area themes, stories.
- [D] • Use a keyboard with increasing competence.
- [D – M] • Develop multi-media projects related to books and themes.