

SECOND GRADE

It is expected that each child, by the end of second grade, will be able to do the following:

SPEAKING	LISTENING
<ul style="list-style-type: none"> • Speak respectfully and appropriately in interactions with adults and peers • Use I-messages to resolve conflicts • Use appropriate verbal courtesies • Take turns respectfully when speaking and listening • Participate appropriately in cooperative learning activities • Speak Standard English while respecting culturally diverse language patterns • Speak clearly at an understandable pace • Use complete sentences when speaking • Participate in oral discussions and stay on topic • Participate in group discussions, planning, and problem solving • Participate in dramatic activities such as role playing, improvisation, readers' theater, and choral reading 	<ul style="list-style-type: none"> • Listen attentively and respectfully to peers and adults • Listen attentively and courteously to shared ideas, opinions, and information in a group situation • Listen attentively while being read to • Give, restate and follow three- and four-step directions • Ask questions for clarification and understanding • Respond appropriately to the questions of others • Paraphrase information shared orally by others • Determine the purpose for listening (i.e. enjoyment, problem solving, to get information) • Listen to media

SECOND GRADE
Language Arts Curriculum Guidelines, Page 2

SPEAKING	LISTENING
<ul style="list-style-type: none">• Relate experiences or present stories that move through a logical sequence of events and use story elements such as plot, characterization, and setting• Recite short poems and literary/Scriptural passages from memory• Give short oral summaries of books or stories read• Give oral presentations, organizing them to maintain a clear focus• Report on a topic including appropriate facts and details, drawing from several sources of information• Support oral presentations with visuals or media displays• Respond orally to audio and visual presentations	

SECOND GRADE

Language Arts Curriculum Guidelines, Page 3

READING	WRITING
<ul style="list-style-type: none"> • Read for a variety of purposes, selecting independent reading material based on individual interest • Read aloud from a variety of texts with fluency, accuracy, intonation, and expression in a manner that indicates and aids comprehension • Distinguish among common forms of literature, such as non-fiction, fiction, drama, and poetry • Identify the elements common to folk tales and fairy tales, becoming familiar with tales from a variety of world cultures • Identify similarities and differences in various versions of the same story (i.e. Cinderella) told in different cultures • Identify main ideas and supporting details • Identify and use sequential or logical order of elements to gain meaning from text • Ask clarifying questions (i.e. why, what-if, how) to aid in comprehension • Restate facts and details in text to inform and organize ideas • Use re-reading, context clues, and picture clues to clarify meaning of written materials when it is not clear 	<ul style="list-style-type: none"> • Respect own writing and the writing of others • Write for a variety of purposes (i.e. reading journal, logs in content areas, diary) • Write regularly and frequently in all content areas • Participate in prewriting activities (i.e. brainstorming, listing, outlining, using a story prompt or picture prompt) • Begin to use the writing process (pre-writing, first draft, revise, proofread, and publish) • Organize and focus group related ideas and maintain a clear focus • Begin to write paragraphs, using main idea with two or more supporting sentences • Write a brief narrative using own experience that is logically sequenced and describes the setting, characters, objects, and events in some detail • Revise original drafts to improve sequencing and provide more descriptive detail • Write a friendly letter complete with address, date, salutation, body, closing, signature, and appropriate punctuation

READING	WRITING
----------------	----------------

SECOND GRADE

Language Arts Curriculum Guidelines, Page 4

<ul style="list-style-type: none"> • Compare and contrast plots, settings, and characters from different stories • Predict story events using background knowledge and picture clues • Generate alternative endings to plots, identifying reason(s) for and impact of substitutions • Connect the information and events in stories to life experiences • Relate literature to the Christian experience • Relate values, ethics, customs, and beliefs in stories to own experiences • Begin to recognize ethical and moral issues faced by characters in literature • Begin to make inferences and draw conclusions based on new information and background knowledge • Recognize cause and effect relationships in text • Use knowledge of author's purpose to interpret text • Demonstrate an awareness of rhythm, rhyme, and alliteration in poetry 	<ul style="list-style-type: none"> • Write poetry using a structured format (i.e. rhymed couplets) • Use newly acquired vocabulary in writing • Illustrate own writing • Distinguish between complete and incomplete sentences • Recognize and use correct word order in written and oral sentences • Identify and use various parts of speech, including nouns and verbs, in writing and speaking • Use commas with dates and words in a series • Use quotation marks • Capitalize all proper nouns, words at the beginning of sentences and in greetings, months and days of the week, and titles and initials of people • Spell grade-appropriate sight words correctly • Spell unfamiliar words with phonetically correct invented spelling • Write legibly, spacing letters, words, and sentences appropriately
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

READING	WRITING

SECOND GRADE

Language Arts Curriculum Guidelines, Page 5

<ul style="list-style-type: none"> • State a purpose for reading informational materials (i.e. tell what information s/he is looking for) • Read silently to obtain information • Acquire, comprehend, and use new vocabulary • Use a dictionary, thesaurus, and/or electronic media to locate words for vocabulary development; demonstrate knowledge of alphabetizing to the second letter; and locate multiple word meanings and word histories • Use knowledge of common antonyms, synonyms, prefixes, and suffixes to determine the meaning of words • Identify and correctly use regular plurals (i.e. -s, -es, and -ies) and irregular plurals (i.e. <i>fly / flies, wife / wives</i>) • Recognize common abbreviations (i.e. Jan., Mon., Rd., St.) • Apply knowledge of phonics and phonemic patterns to read and spell unfamiliar words • Identify and use knowledge of spelling patterns (i.e. diphthongs) and special vowel spellings when reading • Decode two-syllable nonsense words and multi-syllabic words 	<ul style="list-style-type: none"> • Continue alphabetizing beyond first and second letters • Begin to use basic word processing tools to support the writing process • Begin to use basic graphing and charting tools to communicate information • Begin to use dictionary, thesaurus, atlas, and electronic research media (i.e. on-line data bases and Internet resources) to improve writing and access information • Create age-appropriate media productions for display or transmission of information (i.e. videotape, audiotape, multimedia computer presentations)
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

READING	WRITING
<ul style="list-style-type: none"> • Apply knowledge of syllabication rules when reading (i.e. compound words, prefixes, and root words) 	

SECOND GRADE

Language Arts Curriculum Guidelines, Page 6

- Identify techniques used in media, applying knowledge to distinguish between facts and misleading information
- Use key words and icons to access information from electronic sources
- Use and become familiar with school and public libraries and their purposes and procedures

SECOND GRADE

Language Arts Curriculum Guidelines, Page 7