

**BILLINGS PUBLIC SCHOOLS
LEARNING OBJECTIVES
ENGLISH LANGUAGE ARTS
SECOND GRADE**

PHILOSOPHY

The area of English Language Arts provides an integrated approach to the development of reading, writing, speaking, listening, and language. These components are learned best when they are learned together through meaningful activities. The ability to use language effectively empowers students to become competent in their world and to participate in the larger community of literate persons. The descriptions that follow offer a portrait of students who meet the standards set out in this document and are college and career ready. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

• They demonstrate independence.

Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker’s key points, request clarification, and ask relevant questions. They build on others’ ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

• They build strong content knowledge.

Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

• They respond to the varying demands of audience, task, purpose, and discipline.

Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

• They comprehend as well as critique.

Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author’s or speaker’s assumptions and premises and assess the veracity of claims and the soundness of reasoning.

• They value evidence.

Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others’ use of evidence.

• They use technology and digital media strategically and capably.

Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

• They come to understand other perspectives and cultures.

Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures, including those of American Indians, and specifically, Montana Indians, through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

**BILLINGS PUBLIC SCHOOLS
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SECOND GRADE**

MONTANA COMMON CORE ENGLISH LANGUAGE ARTS STATE STANDARDS

Reading Standards for Literature (RL)

Reading Standards for Informational Text (RI)

Reading Standards: Foundational Skills (RF)

Writing (W)

Speaking and Listening (SL)

Language (L)

READING STANDARDS FOR LITERATURE

Key Ideas and Details

2.RL.1 – Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

- Identify key details in the text
- Describe key details of the text using *who, what, where, when, why and how*
- Determine the answers of informational text using *who, what, where, when, why and how*

2.RL.2. – Recount stories, including fables and folktales from diverse cultures, including American Indian stories, and determine their central message, lesson, or moral.

- Identify fables and folktales from diverse cultures
- Define diverse cultures
- Recall details from stories (e.g., fables and folktales)
- Recount details of a story (e.g., fables and folktales)
- Determine the message, lesson or moral of a story (e.g., fables and folktales)

2.RL.3 – Describe how characters in a story respond to major events and challenges.

- Describe characters
- Describe major events
- Identify major events or challenges of story
- Describe how characters respond to major events and challenges

Craft and Structure

2.RL.4 – Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

- Identify literal and nonliteral words and phrases
- Identify rhyming words
- Identify alliteration and other types of figurative language
- Recognize regular beats and repeated lines in a story, poem, or song
- Recognize rhythm within a story, poem, or song
- Describe how words and phrases supply rhythm or impact meaning in a story, poem, or song

2.RL.5 – Describe the overall structure of a story, including American Indian stories, describing how the beginning introduces the story and the ending concludes the action.

- Identify the structure of the story
- Describe how the beginning introduces the story
- Describe the action that takes place in the middle of the story
- Describe how the ending concludes the action

2.RL.6 - Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

- Recognize own point of view
- Identify the characters

**BILLINGS PUBLIC SCHOOLS
LEARNING OBJECTIVES
ENGLISH LANGUAGE ARTS
SECOND GRADE**

- Identify traits of each character
- Define point of view
- Recognize dialogue to determine who is speaking
- Analyze characters to know what type of voice to use when speaking the part
- Determine differences in each character’s point of view

Integration of Knowledge and Ideas

2.RL.7 – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its character, setting, or plot.

- Identify plot
- Recognize digital text
- Obtain information from illustrations and words in various types of text
- Explain characters, setting, and plot based on illustrations and words in print
- Understand characters from illustrations and words in digital text
- Understand setting from illustrations and words in digital text
- Understand plot from illustrations and words in digital text

2.RL.8 – Not applicable

2.RL.9 – Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures including American Indian authors or cultures.

- Recall details and events from two or more versions of the same story written by different authors
- Identify characters of two or more versions of the same story written by different authors
- Compare/contrast two or more versions of the same story told from different cultures

Range of Reading and Level of Text Complexity

2.RL.10 – By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- Identify and comprehend key ideas, details, and craft and structure of stories, dramas, and poetry

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

2.RI.1 – Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

- Identify key details in an informational text
- Describe key details in an informational text using the questions *who, what, when, where, why, and how*
- Determine the answers to questions about informational text using the questions *who, what, when, where, why, and how*

2.RI.2 – Identify the main topic of a multiparagraph text as well as the focus of paragraphs within the text.

- Recognize the main topic of multiparagraph informational text
- Identify the focus of specific paragraphs that support the main topic of a text

2RI.3 – Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Include texts by and about American Indians.

- Identify the historical events that occurred in a text
- Identify scientific ideas or concepts that occur in a text
- Identify the steps in a procedure

**BILLINGS PUBLIC SCHOOLS
LEARNING OBJECTIVES
ENGLISH LANGUAGE ARTS
SECOND GRADE**

- Describe the connection between a series of historical events
- Describe the connection between a series of scientific ideas or concepts
- Describe the connection between a series of steps from a procedure

Craft and Structure

2.RI.4 – Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. Recognize words and phrases with cultural significance to American Indians.

- Identify words and phrases in a text relevant to a grade 2 topic or subject area
- Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area

2.RI.5 – Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

- Determine how readers use different text features
- Identify various text features
- Use various text features to locate key facts or information in a text

2.RI.6 – Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

- Identify characters
- Identify traits of each character
- Define point of view
- Recognize dialogue to determine who is speaking
- Analyze characters to know what type of voice to use when speaking the part
- Determine differences in each character’s point of view

Integration of Knowledge and Ideas

2.RI.7 – Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

- Identify images in an informational text
- Understand the terms explain, contribute, and clarify
- Discuss how specific images add to and clarify informational text

2.RI.8 – Describe how reasons support specific points the author makes in a text.

- Identify the key points in a text
- Identify details that support key points
- Describe how reasons support the author’s specific points

2.RI.9 – Compare and contrast the most important points presented by two texts on the same topic.

- Identify the important points presented in two informational texts on the same topic
- Compare and contrast the important parts in two informational texts on the same topic

Range of Reading and Level of Text Complexity

2.RI.10 – By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

- Identify and comprehend informational text key ideas, details, craft and structure, and integration of knowledge

FOUNDATIONAL SKILLS

2.RF.1 - Not applicable

2.RF.2 - Not applicable

**BILLINGS PUBLIC SCHOOLS
LEARNING OBJECTIVES
ENGLISH LANGUAGE ARTS
SECOND GRADE**

Phonics and Word Recognition

2.RF.3 – Know and apply grade-level phonics and word analysis skills in decoding words.

- Distinguish long and short vowels when reading regularly spelled one-syllable words
- Know spelling-sound correspondences for additional common vowel teams
- Decode regularly spelled two-syllable words with long vowels
- Decode words with common prefixes and suffixes
- Identify words with inconsistent but common spelling-sound correspondences (through, though, thought)
- Recognize and read grade-appropriate irregularly spelled words

Fluency

2.RF.4 – Read with sufficient accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding
- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary

WRITING

Text Types and Purposes

2.W.1 – Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and also*) to connect opinion and reasons, and provide a concluding statement or section.

- Identify a topic or title of a book to write about
- Recognize and define opinions
- Recognize and define concluding sections or statements
- Recognize and define linking words
- Formulate and articulate an opinion about a text or topic
- Generate reasons that support stated opinions
- Organize writing to introduce, support and conclude
- Link ideas with effective words in order to connect opinions and reasons

2.W.2 – Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

- Recognize an informative text (conveys information about the world)
- Recognize explanatory text (examines and explains how or why something happens)
- Identify topic sentences
- Identify facts
- Identify definitions
- Identify concluding statements
- Use facts and definitions to develop points
- Determine an appropriate concluding statement or section

2.W.3 – Write narratives in which they recount a well-elaborated event of short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

- Identify components of narrative including beginning and ending
- Identify sequence of events
- Identify details related to events
- Identify temporal words
- Choose relevant details that correspond to a chosen event

**BILLINGS PUBLIC SCHOOLS
LEARNING OBJECTIVES
ENGLISH LANGUAGE ARTS
SECOND GRADE**

- Reflect on identified event
- Apply appropriate temporal words in order to signal change of events in a narrative
- Create relevant and elaborated details to support events of a narrative

2.W.4 – Not applicable

Production and Distribution of Writing

2.W.5 – With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

- Recognize how to focus on a topic
- Recognize how to revise and edit
- Strengthen writing by revising
- Strengthen writing by editing

2.W.6 – With guidance and support from adults, use a variety of digital tools to produce and publish writing, in collaboration with peers.

- Use basic computer skills
- Choose digital tools for producing and publishing writing

Research to Build and Present Knowledge

2.W.7 – Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Include sources by and about American Indians.

- Apply sources and tools to conduct shared research on a single topic
- Organize relevant information on a topic
- Participate in shared research and writing projects

2.W.8 – Recall information from experiences or gather information from provided sources to answer a question. Include sources by and about American Indians.

- Recall information
- Gather information for sources
- Answer a question recalling information from experiences
- Answer a question using information from a provided source or multiple sources

2.W.9 – Not applicable

2.W.10 – Not applicable

SPEAKING AND LISTENING

Comprehension and Collaboration

2.SL.1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by linking their comments to the remarks of others
- Ask for clarification and further explanation as needed about the topics and texts under discussion

2.SL.2 – Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

- Recount key ideas and/or details from a text read aloud, from information presented orally, and from other information presented orally
- Describe key ideas and/or details from a text read aloud, from information presented orally, and from other information presented orally

**BILLINGS PUBLIC SCHOOLS
LEARNING OBJECTIVES
ENGLISH LANGUAGE ARTS
SECOND GRADE**

2.SL.3 – Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

- Identify a speaker’s topic or issue
- Identify situations where information is needed about what a speaker says, where understanding could be deepened, or where comprehension needs to be clarified
- Formulate appropriate questions about a speaker’s statements to clarify comprehension or gather additional information
- Formulate appropriate questions about a speaker’s statements to deepen understanding of a topic or issue
- Formulate answers to questions about what a speaker says to clarify comprehension or to provide additional information
- Formulate answers to questions about what a speaker says to deepen understanding of a topic or issue

Presentation of Knowledge and Ideas

2.SL.4 – Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

- Identify appropriate facts
- Identify relevant, descriptive details
- Identify and recall an experience
- Recognize what constitutes a coherent sentence
- Recognize what constitutes an adequate audible volume
- Determine appropriate facts
- Determine relevant, descriptive details
- Formulate coherent sentences

2.SL.5 – Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

- Recognize an audio recording
- Recount an experience
- Create an audio recording
- Determine when it is appropriate to clarify ideas with drawings or visually
- Determine when it is appropriate to clarify thoughts with drawings or visually
- Determine when it is appropriate to clarify feelings with drawings or visually
- Clarify ideas, thoughts, and feelings by adding drawings/visual displays

2.SL.6 – Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language Standards 1 and 3 for specific expectations.)

- Recognize complete sentences in writing and when spoken
- Identify the audience
- Recognize task and situation
- Differentiate when a situation calls for speaking in complete sentences
- Interpret requested detail or clarification
- Formulate a response

**BILLINGS PUBLIC SCHOOLS
LEARNING OBJECTIVES
ENGLISH LANGUAGE ARTS
SECOND GRADE**

LANGUAGE

Conventions of Standard English

2.L.1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use collective nouns (e.g., *group*)
- Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*)
- Use reflexive pronouns (e.g., *myself, ourselves*)
- Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*)
- Use adjectives and adverbs, and choose between them depending on what is to be modified
- Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*)

2.L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize holidays, product names, and geographic names
- Use commas in greetings and closings of letters
- Use an apostrophe to form contractions and frequently occurring possessives
- Generalize learned spelling patterns when writing words (e.g., *cage > badge; boy > boil*)
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

2.L.3 – Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Compare formal and informal uses of English

Vocabulary Acquisition and Use

2.L.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

- Use sentence-level context as a clue to the meaning of a word or phrase
- Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*)
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*)
- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*)
- Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases

2.L.5 – Demonstrate understanding of word relationships and nuances in word meanings.

- Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*)
- Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*)

2.L.6 – Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

- Identify and use adjectives
- Identify and use adverbs