

# What Your Child Will Learn in Elementary Reading/English Language Arts (R/ELA)

## Grade 2

**Vision:** All students equipped with literacy skills that will empower them to become lifelong learners.

**Mission:** To develop capability and cultivate interests that allows all students to develop into literate, college or career ready individuals.

**Philosophy:** The Elementary English Language Arts framework consists of the teaching and learning in the areas of reading, writing, language, and speaking & listening. Each component is a complex, integrated network requiring equal attention to fully develop a student's capacities to become a literate individual. The ELA integrated literacy framework considers the incorporation of systematic, explicit instruction, assessment for and of learning, responsible use of technology and uses evidence based best practices. The integrated literacy classroom is child centered, developmentally appropriate, promotes thinking based learning, and ensures access for all. The integrated literacy teacher models lifelong learning, makes informed professional decisions and strives to build positive relationships.

### ***What is an integrated Reading/English Language Arts program?***

#### ***Integration of Content and Skills***

Literacy in the 21<sup>st</sup> Century requires that students be critical readers, fluent writers, and strategic thinkers who make use of multiple media sources to connect, interpret and express ideas. The Calvert County Public Schools Reading/English Language Arts Curriculum provides opportunities for students to develop the skills necessary to be productive, literate citizens in tomorrow's world.

The CCPS R/ELA curriculum is based on the philosophy that students learn best when content and processes are taught together. The curriculum integrates the processes of reading, writing, speaking, listening, and language arts through various text genres and multimedia sources. Because these five language processes begin and continue to develop in conjunction with each other, the process approach to teaching English language arts fosters a natural and balanced integration of reading, writing, listening, speaking, and viewing. Integrating language processes within a context encourages students to transfer the knowledge and skills learned to everyday situations in and out of school.

#### ***Curricular Organization***

The organizing framework for the CCPS R/ELA curriculum is built upon integrated thematic units. Integrated units bring together literacy concepts around a common theme or topic area.

Reading, writing, language, and speaking/listening instruction are blended within a unit of study so that students will read about an idea or issue, write about it, conduct related research, make appropriate language choices to express it, and collaborate, speak, and listen with colleagues and peers about the given theme or topic.

Reading texts come from both informational and literary sources and multimedia. Texts can be read by the teacher, with a partner or independently. Writing assignments include informational, argument, and narrative writing related to the readings and the theme or topic. Research skills, language study and speaking/listening are woven into the assignments and instruction as well.

While the Reading/ELA curriculum is implemented in an integrated approach, the bullets below note learning targets and content standards embedded within curriculum.

#### ***Demonstrate Phonics and Word Recognition***

- Recognize and use all sounds related to various consonants and consonant clusters.
- Recognize and use variant consonant sounds (e.g. kn, wr).
- Recognize and use letters that represent the wide variety of vowel sounds.
- Recognize and use prefixes and suffixes.
- Understand the concept of plurals and plural forms that change spelling.
- Recognize and use endings that show comparisons (-est, -er).
- Add, delete, and change letters, letter clusters, and word parts to base words to help in reading or spelling words.
- Use word parts to determine the meaning of the words.
- Use context of the sentence, paragraph, or whole text to help determine the precise meaning of the word.

- Demonstrate competent, active word solving while reading at a good pace.

### ***Demonstrate Fluency***

- Read with sufficient accuracy and fluency to support comprehension.

### ***Demonstrate Comprehension of Literature***

- Ask and answer questions about key details in text.
- Retell stories including key details and demonstrate understanding of the message.
- Describe characters, settings, and major events in the story.
- Describe how words and phrases supply rhythm and meaning in a story, poem, or song.
- Describe the overall structure of a story.
- Acknowledge differences in points of view of characters.
- Compare and contrast two more versions of the same story by different authors or from different cultures.

### ***Demonstrate Comprehension of Informational Text***

- Ask and answer questions about key details in text.
- Identify the main topics of multi-paragraph text.
- Describe how reasons support the specific points an author makes in a text.
- Compare and contrast the most important points presented by two texts on the same topic.
- Evaluate a text based on the personal, world, or text knowledge.

### ***Respond to Text in Writing in a Variety of Ways***

- Write opinion pieces in which the student introduces the topic or names the book they are writing about, states an opinion, supplies a reason for the opinion, and provides a concluding statement.
- Write informative texts in which the student introduces a topic, uses facts and definitions to develop points, and provides a concluding statement or section.
- Write narratives in which the student recounts a well-elaborated event or short sequence of events, including details to describe actions, thoughts, and feelings, uses time order words to signal event order, and provides a sense of closure.

### ***Demonstrate Comprehension and Collaboration When Listening***

- Participate in collaborative conversations.
- Recount or describe key ideas or details from text read aloud, or information presented orally, or through other media.
- Ask and answer questions about what a speaker says in order to clarify something that is not understood, gather information, or deepen understanding of a topic or issue.

### ***Present Knowledge and Ideas Through Speaking***

- Tell a story or recount an experience with appropriate facts and relevant, descriptive details.

### ***Demonstrate Conventions of Standard English When Speaking or 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., b\_o\_y\_\_b\_o\_i\_l\_).
- Consult reference materials, including beginning dictionaries, as needed, to check and correct spellings.

### ***Acquire and Use Vocabulary***

- Recognize and use synonyms and antonyms.
- Recognize and use homophones and homographs.

- Build vocabulary by increasing level of word and concept-based knowledge (important words, useful words, multiple meaning, and challenging words).